

Educational Supplement

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View from the gilded cage

Bill Norris takes a fresh look at the US Secretary for Education, and sees him in a prison of his own construction

The bluebird of happiness that fell down our chimney on the first day of summer made me think of Mr William Bennett. This is something I avoid whenever possible, our political philosophies being some poles apart, but the analogy was irresistible. There sat the bluebird, his feathers soiled and ruffled, a picture of handsome impotence. He squawked inaudibly as he glared out through the glass front of the cold wood stove.

How like, I thought, how very like the US Secretary for Education.

In political coloration, Mr Bennett is the bluest of the blue. The iridescence of his feathers would make Mrs Thatcher look like a dowdy sparrow. Once a Democrat, now a Republican, he has the zeal of a convert and a transparent ambition which may well make him a presidential contender in 1988 or 1992. But at the Department of Education, he is in a prison of his own construction.

Mr Bennett is not unaware of the problems facing the schools of America. At least, on the charitable assumption that he is not among the 30 per cent of the population who are functionally illiterate, he could hardly fail to be aware. Report after report has drummed the facts home, before being consigned to bureaucratic limbo. In essence, they say that the current generation of American schoolchildren will be the first in history to be less well-educated than their parents.

That is a scandal. There are drugs in the classroom, but little discipline. There are counsellors and psychologists galore to tend the juvenile ego, but too few teachers who actually teach. There are cheerleaders and marching bands and every form of sport, but so little thirst for learning that in some urban high schools 75 per cent of pupils fail to graduate. And some of those who do cannot read or write.

Mr Bennett knows all this. He does not approve. And in fairness, many of his pleas for a return to the academic standards of the past make a good deal of sense. His problem, and his country's tragedy, is that he believes that it is not his job to do anything about it. As the appointed chief of education in a government constitutionally charged with protecting the welfare of its citizens, he is ideologically convinced that there is no federal role in education.

Before he ever took office, Mr Bennett was on



record as saying that the Department of Education should be abolished. It was not a happy beginning. Since then, while exhorting everyone in sight to pull up their socks and improve their standards, he has been at the cutting edge of every bid by the Reagan Administration to slash education spending.

This gives him a credibility problem: not so much a gap as a yawning gulf. Congress regularly sits on his head, and kicks him around so hard in committee that Mr Bennett must have callouses where most people have dimples. A more sensitive soul would have resigned long ago.

Sensitivity, however, is not Mr Bennett's

besetting sin. He set the tone at his opening press conference when he accused university students, in effect, of living in luxury at the expense of the taxpayer. The angry reaction might have initiated a learning curve, but the secretary is a self-proclaimed conservative. It is the essence of conservatism that its adherents have nothing left to learn.

School prayer is another of Mr Bennett's favourite causes. He wants to see this splendid irrelevance, long banned from public classrooms by the constitutional separation of church and state, restored everywhere. This is presumably in the belief that a few minutes spent on the knees

each morning will produce a miracle for the ills of American education.

It is not such a bad idea, at that. If Mr Bennett and President Reagan have their way, the schools of funds and introducing a system, divine intervention may be the only salvation. Perhaps this is what they think.

But it is hard, very hard, to expect young people to respond to Mr Bennett's moral pleas, when they see around the results of the policies which he endorses. Should they finish high school when there are waiting them will be at minimum wages service industries? Why should they press humanities in a society devoted to materialism every level? Why should they follow a professor's virtue of religion on the one hand and supports the funding of the contra killing of innocent Nicaraguans on the other? It is noticeable that such reforms as take place in American schools are coming from below. They are coming from state legislatures, from public opinion into examining teachers' competence; from school boards enforcing places to play regulations; from philanthropic announcement on Mr Kenneth Baker's school students; from the community movement, trying to establish a link between school and work through cooperation with high schools.

They are not coming from central government which means that the bulk of American education will remain unaffected by them for a long time.

Mr Bennett does not believe in spending money out of the current crisis. His department's own annual budget for those who are referring to the education lobby as "a cash like monster on a feeding frenzy" and "an uncontrollable glut" and "a leviathan piggybank".

It is probably true that more money would not put things to rights. Strong leadership and a national policy backed by appropriate legislation just might do the trick, but they do not come under the present administration. Mr Bennett does not believe in such things. I released the bluebird and watched him fly away to freedom through the woods. I wished with all my heart that Mr William Bennett would join him.

Poly cuts remain despite boost

by John O'Leary

At least half the £23 million requested by the National Advisory Body to save cuts of 9,400 polytechnic and college places will be forthcoming in an announcement on Mr Kenneth Baker's return to work after the August Bank Holiday.

The remaining shortfall will be minimized by specific initiatives in areas such as conversion courses for non-scientists in information technology. The package should be enough to satisfy the NAB but will not allow all the places to be restored in the subject areas singled out for the heaviest cuts. Some courses may still close in the humanities and social sciences.

Monitoring of last year's student numbers, which is now being analysed by NAB officials, will again show many vacant places in science and engineering courses. But other subjects over which their targets sufficiently to leave recruitment higher than planned, especially in the polytechnics.

The NAB abandoned plans to send colleges and polytechnics firm targets for 1987-88 before the end of this month following a meeting with Mr Baker at which he promised an early decision on the claim that an additional £12 or £13 million would force the NAB to choose between quality and quantity. *THE S.*

At present, only one college, Rose Bruford College of Speech and Drama, at Sidcup, Kent, has been recommended for closure, but a number of large departments are threatened and a dozen further education colleges would lose their remaining higher education courses.

Both the NAB board and committee have insisted that they intend to stand firm on protecting existing funding levels even at the expense of denying places to qualified students. And this week the main lecturers' union, the National Association of Teachers in Further and Higher Education, warned that an additional £12 or £13 million would force the NAB to choose between quality and quantity. *THE S.*

Curriculum chief

A senior official from the Manpower Services Commission is to take charge of the DES branch which is responsible for school curriculum policy, Miss Jennifer Bacon, the Commission's director of occupational training, will replace Mr Nicholas Summers, who is moving across to further and higher education. Mr Summers will head the branch that deals with adult and continuing education and student grants.



Check mates: primary pupils receive instruction on the finer points of chess at the Park Lane Hotel, London, venue for the International Chess Federation's Championship match between Karpov and Kasparov.

Photo: Judith Passow

Cash fillip but Government keeps closer eye on INSET

by Hilary Wilce

The in-service training of thousands of teachers will be closely controlled by the Government under the new centralized scheme which starts in 1987. Full details emerged this week that the scheme should exert more central influence on training patterns, but the extent of this crept up as details were finalized.

This reflects both the distrust of local government of Mr Kenneth Baker, the Education Secretary, and the Government's determination to inject money directly into a variety of areas it considers crucial.

The scheme was launched last week as a £200 million programme which will allow up to 100,000 teachers a year to attend courses - but only £27 million of this is new training money.

The scheme's basis is an accounting shift which trebles the amount of money directly channelled to INSET by the Government, and doubles the number of priority areas on which it insists money must be spent.

From next April, local authorities will have to spend at least 35 per cent of their total INSET spending on 19 priority areas laid down by the Government. Funding for these will total £70 million, almost double the £40 million at present spent on nine priority areas.

Local authorities will also have to submit their plans for local training needs for scrutiny and approval by the Government.

Teacher and local authority associations this week gave a cautious welcome to the additional training funds. But they criticized the new arrangements for the way they take power out of local hands, the haste with which they are being implemented, and the amount of money local authorities are expected to find to meet government funding.

Under the scheme, national priority areas will attract a 70 per cent government grant, while spending on locally assessed needs will attract a 50 per cent grant.

A number of local authorities expressed consternation over this, as they examined the details of the scheme.

Mrs Jo Stephens, senior assistant education officer for Oxfordshire, said: "We estimate that local authorities will have to find something like 43 per cent of their overall budget. This is much higher than now. We predict that there will be a large underspend nationally because people just won't be able to find that sort of money."

This concern was echoed by a number of outer London boroughs. There was surprise also at the high number of national priority areas (details page 5) although the thrust of these was considered predictable.

Just over £30 million is to be spent on training teachers in maths, science, CDT, technology and "the world of work". Training for the GCSE is given £13 million, and staff development programmes for higher education teachers in polytechnics and other major colleges are protected with £7.5 million allocated directly to the institutions.

The list was criticized by Professor Ted Wragg, of Exeter University, for "its clear secondary bias". He said: "I think it's loaded against primary teachers. They are going to find themselves at the back of the queue yet again. Where are the national initiatives on reading, and topic work?"

Letters went to every English local authority this week giving them planning targets for each of the 19 areas, and for locally-assessed training needs. Mr John Worsley, Sheffield's advisor for in-service education, said the authority disputed its allocations and would be bidding for additional funds.

Authorities have until mid-October to forward detailed plans to the DES. In acknowledgement of the tight timetable, this deadline has been pushed back two weeks, but the Department is still jumping the legislative gun. Provision for the new in-service training grant is made in the Education Bill which is still going through Parliament.

NOTICEBOARD

No 266 CROSSWORD by Ruth

PEOPLE...

Mrs Helen Scholfield, senior mistress of Springfield Park school, Horsham, is to be head of the school on the retirement of the joint principals, Mr T. Bolton and Mrs M. Bolton.

Mr Brian Palmer to be principal of Burnside College of HE on the retirement of Dr Harold Silver. He was formerly deputy principal.



Dr Michael Erant (top), reader in education at the University of Sussex has been promoted to a professorship in education from October and Dr Keith Middlemas (below), reader in history, has been promoted to a professorship in history at the University of Sussex.

EVENTS...

October 13-15 Wakefield District College course exhibition for prospective students and their parents. Details from the Wakefield Centre, Margaret Street, Wakefield, West Yorkshire WF1 2DH.

CONFERENCES...

October 15 Review of vocational qualifications: the wider implications for education and training at the Beeches Management Centre, Birmingham, organized by the Training Network. Speakers include Jack Mansell and Philip Wells. Fee £35. Details from The Training Network, 107 Manor Road, Hanham, Bristol BS15 3LA.

October 18 Widening access to learning for adults North East Adult Education conference at the College of Rippon and York St John, Lord Mayor's Walk, York. Main speaker - Professor Ian Lister. Details from J. Bolton, Divisional Adult Education Office, Lincoln Gardens, Scunthorpe DN16 2ED.

October 24-26 Schools Music Association annual meeting at The Blussons Hotel, Chester on Patterns of progression, composing in the classroom. Speakers include Peter Maxwell Davies, Maxwell Pryce, Keith Sedgwick, Yvonne Pike and Leon Crickmore. Details from Valerie

Hawkins, 3 Moss Hall Court, Moss Hall Grove, London N12.

COURSES...

September 26 Handwriting - teaching approaches, applied research, monitoring and measuring progress organized by the Handwriting Interest Group for teachers, therapists and psychologists at the Centre of Studies in Education of Teachers, Manchester University. Details from Jean Atkinson, Department of Special Education, Crawe and Alsager College of Higher Education, Crawe, Cheshire CW1 1DU.

September 27 Struggle on Saturday - is a one-day mathematics course including a variety of workshops (themes concerning maths and low-attainers organized by the editors of Struggle (IL) in association with the Mathematics Association and the National Association for Remedial Education at the Mathematics Resource Centre, Ada Road, Birmingham B9 4NG. Speakers include Anita Straker. Details from Joan Gabriel, Ladbrooke Maths Centre, Middle Row School, Kensal Road, London W10 5DB.

September 27 The assembly line a workshop on school assemblies at the Bretton Centre, Peterborough. Details from J. H. Evans, Course Secretary, Eastern Region College of Preceptors, Woodward View, Lower Road, Holme Hale, Thetford, Norfolk IP25 7EB.

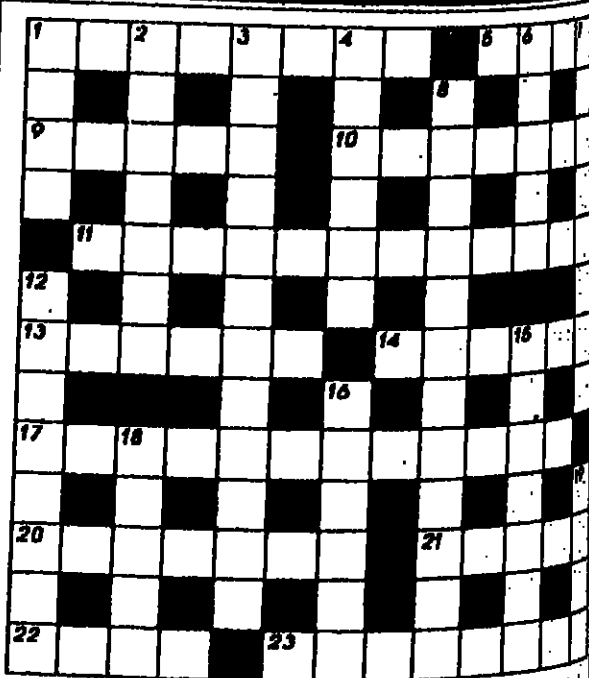
PUBLICATIONS...

WEA A history of the Workers' Educational Association in the West Country from 1911-1986 has been written by Michael Turner, as part of the 75th anniversary celebrations. It costs £1.50 from WEA Western District Office, 17 Princess Victoria Street, Chilton, Bristol BS8 4BX.

Commonwealth Institute A booklet containing details of special programmes for schools, seminars, courses and exhibitions for the autumn term is now available from the Education Centre, Commonwealth Institute, Kensington High Street, London W8 6NQ.

Networks The second edition of Networks, the newsletter of the British Educational Association and the Association of Teachers in Further and Higher Education is available free to non-members on receipt of an A4 stamped addressed envelope from Richard Funn, Editor, Short Course Unit, Mid-Kent College of Higher and Further Education, Horsted Centre, Maidstone Road, Chatham, Kent ME5 9UQ.

Further education The latest edition of the National Association of Teachers in Further and Higher Education Handbook of degree and advanced course in institutes, colleges of HE, polytechnics and university departments of education in England and Wales (1987) is available from Linneys ESL Ltd, Newgate Lane, Mansfield, Notts NG18 2PA price £8.50.



Across

- 1 Any crest may indicate it (8)
- 5 Transport will be back at eleven (4)
- 9 Cause of cracks that can bring down the house (5)
- 10 Without breaks? That's no French way to work (7)
- 11 Their job is to keep down correspondence (12)
- 13 Son we'd perhaps, presents required (6)
- 14 Keep your thumb in check (6)
- 17 Successor clearly seen (4, 5)
- 20 Maybe, Emil's so-called (7)

Down

- 1 Chief means of support (4)
- 2 Under the ambitious officer hopes to get (7)
- 3 The arm kept up one's sleeve? (6, 6)
- 4 One who moved to find fame (6)
- 6 Went out a bit or later (5)
- 7 I'm playing a part that's impressive (6)
- 8 He should be on the right lines, but guard (6)
- 12 Overriding the upper (8)
- 13 Inability to make sense (10)
- 16 Global outbreak of herpes (6)
- 18 Way out (6)
- 19 Disputed (6)

Solution to puzzle in No 265

THIS WEEK

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Imagination & Hiroshima, page 4



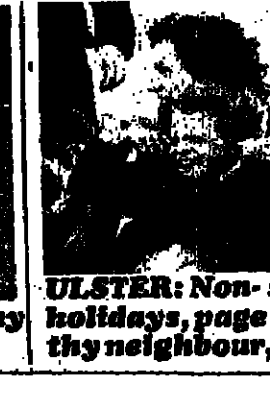
Office staff compared, page 10



Sex education, page 7



Primary photography, page 23



Ulster: Non-sectarian holidays, page 16, Love thy neighbour, page 18

Peter Abbs argues that the power of imagination should be harnessed in the classroom to explore the ethical questions which continue to be prompted by the Hiroshima anniversary.

Beyond peace studies

"Peace is not the absence of war - it is a virtue, a state of mind, a disposition for benevolence" - Spinoza

There has, as we all know, been a suppression of the nuclear arms debate in schools during the last few years. It has been most effective. It has silenced many teachers. And yet ethical questions will not go away simply because the Government or the press do not like them to be raised. Ethical questions are an inherent part of imaginative and intellectual life. What I want to do is to re-open or, at least, re-animate the stilted debate by outlining a conception of ethical intelligence in relationship to schools and the dreadful prospect of nuclear extinction.

When I began teaching I wanted to encourage the poetic language of human experience among my pupils. As part of the discipline of English teaching, I wanted classes at times to apprehend imaginatively the brutality and the pity of war. I wanted to engage the power of imagination and put it to work on human conflict and suffering. Although we did discuss the morality of war, I was more concerned for pupils to explore the kind of experience that war brought to human beings. I wanted to release the poetic faculty and to hold back any argument from fixed positions. I wanted the pupils to follow the inner logic of their own feeling by elaborating their own spontaneous responses to imagined conditions of warfare. I also wanted them to engage imaginatively with literature concerned with conflict and its resolution.

Part of the vital work of literature and all the arts is to make us see that that which seems alien and on the further side of our own decency can also belong to us. In *The Tempest* Prospero has to acknowledge the brute Caliban as well as the angelic messenger Ariel. We belong to one human world however multifarious, complex and seemingly divided. We can best understand this truth through image, parable and dramatic narrative - through the classroom study of our inherited literature and through the act of symbolizing from the deep imagination.

Yet against this imaginative sense of underlying human unity there is a strong schizoid counter-tendency which could lead us, highly unstable and volatile species that we are, into the abyss. E P Thompson has referred to this counter-tendency as "human bonding by antagonism". It would seem a characteristic of such partial bonding that one defined group will pit itself against an alien group and unconsciously cast on to that group all the negatives of human existence; the enemy becomes a vessel to carry all the unresolved tensions and suppressed inadequacies in the group which, having transferred its moral failibilities, now experiences itself as absolutely virtuous.

In this highly complex psychological manoeuvre (nearly always unconscious) because we have unwittingly transferred our own darker propensities on to the other, we feel morally identified with our group and infinitely superior to the other. "Us" and "them". In the phenomena of bonding through polar antagonism, the pure hatred of the other is often the necessary condition for the total immersion of the individual within the group. Who would a bigoted Ulsterman be without a Catholic to hate? For the power of Paisley's personality would seem to derive from the dangerous simplicities of immediate unpremeditated dualities. And yet due to the nature of the transference, along with



"Schoolchildren had been mobilized to help build firebreaks. Many classes were entirely unilluminated." - From *The Hiroshima Murals* by Iri and Toshi Maruki.

the venom runs the imperial strand of moral righteousness and loyal citizenship. Pure hatred of the other is consciously experienced as pure morality within the self as member of a particular group.

This paradoxical state, *hate experienced as virtue*, so dangerous to human life, permeates our history; it was there in the endless persecution of infidels or heretics in the hey-day of Christian power; it was there in the frequent extermination of primitive people by the 19th-century European imperialists; there also in the monstrous purges of "unclean" elements by the Stalinists and their successors; it was dramatically present in Hitler's "ultimate solution" to the Jewish "problem".

And it is present today in the many dualities which haunt our divided world; in the struggle now between men and women, in the division between countries (Northern Ireland/Southern Ireland, West Germany/East Germany, Israel/Palestine) and in the often fanatical division between the various faiths, classes, ideologies and races. The "cold war" is a metaphor for schizoid transactions in which the humanity of the other is frozen until it goes wholly unregistered.

What can we place against this innate proclivity to envisage the other as evil (the evil being, often, unconsciously our own)? This is an educational question - and I have attempted to suggest that the creative answer lies, to a large extent, with the power of ethical imagination, that power which can dissolve partial elements and re-create them as living totalities, the power which can acknowledge the

other as also within, that power which is able through a creative process to transcend the status quo, the socially determined and the biologically given.

One of the survivors of Hiroshima claimed: "Unless you are an A-bomb victim you can't understand". While one sympathizes with such a remark, ethical imagination denies the proposition. It asserts that we can understand and learn without necessarily undergoing the literal experience. Indeed if the survivor is right, there is no hope for humanity without ethical imagination; we are a doomed species incapable of learning from the other and now, it would seem, locked within the momentum of a technology out of control and turned against us. The question is whether we can refine the gift of empathy in the classroom.

In literature we can find innumerable examples of ethical imagination. In Wilfred Owen's *Strange Meeting*, for example, the author meets the enemy he slaughtered on the previous day. After the destructive confrontation, he has to discover the humanity of the other. Only in such discovery lies the possibility of redemption. "Strange friend," I said, "there is no cause to mourn".

"None," said the other, "save the undone years, The hopelessness. Whatever hope is yours, Was my life also; I went hunting wild After the wildest beauty in the world, Which lies not calm in eyes, or broad hair, But mocks the steady running of the hour, And if I grieves, grieves richlier than

here, For by my glee might many men have laughed, And of my weeping something has been left Which must die now, I mean the truth untold, The pity of war, the pity was distilled

I am the enemy you killed, my friend," Here speaks not the enemy to be "stabbed and killed" in good conscience, but a man having the same desires and hopes, possessing the same humanity. The other is also within.

Although I have defended the educative power of the poetic faculty in the understanding of aggression and the formidable prospects of nuclear warfare, I would not wish to leave the impression that I undervalue critical intellect. Indeed, I would argue that education has the double task of fostering creative imagination and critical intellect. I have given so much attention to imagination because it is so misunderstood and so necessary for that quantum leap in consciousness required to complement the quantum leap which gave birth to the instruments of annihilation.

But critical intellect is, likewise, crucial. Hannah Arendt has, in our own times, struggled to give the Socratic conviction that there is a necessary link between thinking and virtue a new and arresting formulation. According to Arendt the truth about Eichmann was not that he was diabolically wicked, committed to transgressing all human decencies, but rather that he was utterly banal, locked in the status quo and incapable of transcending it

through the act of reflection. He, she argued, incapable of stopping to think, to consider, to ponder, creating that gap between self and object in which possibility flows. Eichmann was guilty of merely trying to fit in with the dominant dicta, the general assumptions. His staid manner of speaking merely led him off from a radical world of moral choice and existential freedom. Given this view, the following question framed itself in the mind of Arendt: "might the problem of good and evil, our faculty for telling right from wrong, be connected with our faculty of thought?"

The act of thinking opens up a universe; it creates possibilities, alternative ways of conceiving and judging. To open up the mind is to create, at the same time, the conditions for moral reflection because there is no authentic moral act without decision, a willed selection from other conceivable possible actions. To regard the life of critical intellect is to regard the individual into a world where he must ethically choose between the pluralities his own reflection has created. The intellectual play of mind dissolves the status quo and in so doing the imposed ethos melts into ethical choices, which are always ultimately individual choices.

Hannah Arendt's analysis of evil may lack subtlety and by avoiding reference to unconscious phenomena may well give the power of reason too powerful a hand. Yet the connection between thinking and morality, the close semantic relationship between knowing (science) and moral knowing (con-science) is surely of fundamental importance and has innumerable implications for our understanding of education.

Our first tasks in education are to awaken the imagination and to engage the critical play of intellect over experience. In the curriculum this does not necessarily call for a new piece of curriculum planning vaguely called "peace studies". Rather it urges teachers within their own disciplines to engender reflection and the habit of seeing connections; of linking the study of the atom in physics to the study of Hiroshima and of linking Hiroshima to the appalling prospect that now confront humankind; of linking the study of past peace treaties to history to the present preoccupation for world-wide disarmament; of linking the present desire for peace with the teachings of the great world religions and philosophies in religious education; of linking to put it in most abstract level, knowledge with values, of technology with moral responsibility. It is in this essential task of promoting critical reflection and ethical imagination that our schools under remorseless commercial and governmental pressure have failed.

I am proposing that the real challenge for teachers remains that of establishing genuine educational values, of providing, extending and refining in our young the practice of critical intellect and ethical imagination. Our task is to draw out in disciplinary contexts of learning the unifying power of the imaginative faculty and the critical power of the engaged intellect. If we were actually to do this, we would have begun to embark upon what is professionally ours to do and simultaneously set in motion those creative energies which could still counteract the deep threats and dangerous insecurities of our time.

Peter Abbs is a lecturer in education at Sussex University, and the author of *"English within the arts"*.

Hilary Wilce reports as the A level results hit the nation's letterboxes

Candidates' great wait to make the grades is over

Gloom or elation will grip households across the country this morning as nearly a quarter-of-a-million sixth-formers contemplate their A level results.

The grades - which were due to arrive in schools yesterday, are not thought to have been affected significantly by industrial action by teachers. Mr Colin Vickerman, secretary to the Joint Matriculation Board, said the dispute had had no obvious effects on the results. "The position is much as usual". Some schools had contacted the board about specific difficulties connected with an exam, or a practical, he said, but these had been dealt with in the usual manner.

Polytechnic and university sources said they were not expecting any significant differences in grade levels, one though special procedures have been established to allow heads to tell universities about the effect of industrial action on individual candidates. This year 172,000 candidates are competing for just over 33,000 polytechnic places through the new centralized admissions system, the PCAS. No figures are available for previous years.

For the first time a polytechnic clearing scheme, similar to the university version, will be in operation from the beginning of September. It will display vacancies through two computer systems, *The Times Network System* and *Prestel*, as well as operating a round-the-clock telephone enquiry service.

In addition, a number of local authorities, including Kent and Cheshire, are offering advice through their career services for students in

difficulties because of their A level results.

The PCAS operation will make it possible to know, for the first time, how many students apply for both polytechnic and university places, and how many people turn down places in the one sector for the other.

In the next few years the admissions systems will become more streamlined. An announcement is expected this autumn that the PCAS will be expanded to take in a number of the larger colleges of higher education.

Several major companies are linking up with the Associated Examining Board to award medals for excellence in A level examinations, the first of which will be given to this summer's crop of candidates. In what is thought to be the first exercise of its kind, firms such as British Airways, the Central Electricity Generating Board and Marks and Spencer will sponsor 14 medals. Each award will be associated with a specified group of A levels such as English, life sciences, mathematics and business subjects.

In response to the annual deluge of inquiries from A level students with disappointing low results, the education agency Gabbatts-Thring has brought out a guide to what the independent sector offers beyond the school years. The 600 detailed entries indicate the growth in this sector.

The Gabbatts-Thring Guide to Independent Further Education, edited by Len Shaw, is available from Northcote House, Harper and Row House, Estover Road, Plymouth, price £9.95 paperback and £15 hardback.

SEC to meet over A level review plan

by Sue Surkes

The Secondary Examinations Council will meet in October to discuss proposals from the examination boards for the most wide ranging review of A levels to date.

If given the go-ahead, the move is expected to lead to more emphasis on oral work - especially in foreign languages - and on course work rather than written examinations. The review would be likely to streamline approaches by incorporating changes already made by individual boards into national guidelines.

Broadly supported within the SEC and the boards, it is seen as a logical follow-up to the introduction of common core subjects to boost uniformity and the approval of the more practically-oriented GCSE.

But while major modifications could come in, the boards say changes will stay in line with the Government's commitment to retaining the A level system. Informal discussions between

the SEC and the boards have already led to the submission by the boards of a discussion paper which the council will consider in October.

Mr Colin Vickerman, the secretary to the Joint Matriculation Board, said the discussion document suggested a review was necessary because of GCSE, common core subjects, changes in the grading system due to come into effect next summer, and the introduction of AS levels which are roughly equivalent to half an A level. The first AS exams will take place in 1989.

A three-stage process running into the 1990s had been proposed, he added. A working party would draw up terms of reference for individual subject groups, the groups would debate the changes necessary and the exam boards would finally implement decisions reached.

Mr Mel Jones, the examinations secretary for the Welsh Joint Education Committee, said increasing numbers of A level candidates - about 50 per cent in Wales - were not planning to go on to university.

Moves to ensure the suitability of A levels could lead to some form of differentiation. "I'm not suggesting we lower the standards but broaden the appeal," he said.

Mr Peter Dines, the deputy chief executive of the SEC, said the council standing committee had already started looking at the impact of GCSE on A levels when the boards made their approach.

Tory MP's secrecy warning over records access

by Barry Hugill

A Government plan to allow pupils, students, and their parents to see their school and college records could result in greater rather than less secrecy, a Conservative MP warned this week.

Mr Steven Norris, member for Oxford East, was welcoming the decision of Mr Bob Dunn, the education junior

minister, to consult teachers and the local authorities on whether all school and college records should be open.

Following the consultation, the Government intends to "activate" Section 27 of the 1980 Education Act which allows for the Secretary of State to make regulations "governing the

keeping, disclosure and transfer of educational records about pupils".

But Mr Norris is worried that the regulations "could go against the spirit of access" by stipulating that only a minimum amount of information need be made available.

"The consultation exercise must be used to determine if there really are cases where access to records would be against the interests of pupils and parents. My view is that there would be very few such cases and that the regulations should allow for almost total access," he said.



Easy riders: two of the 9 to 13-year-olds taking part in the Dolphin Summer camp at Potters Bar, Herts.

Photo: John Cole

NUT fights for suspended head

by James Meikle

The National Union of Teachers has called for the reinstatement of an infant school head in Brent, London suspended amid allegations of racism.

Parents at the Sudbury Infant School, where 85 per cent of the 375 pupils are estimated to be non-white, are collecting a petition in support of Miss Maureen McGoldrick, who has been praised for multi-cultural, anti-racist policies.

The authority's education chairman Mr Ron Anderson warned this week, however, that publicity surrounding the case might hamper objective investigations.

Brent council is refusing to comment on the affair. Mrs Dinah Tuck, the deputy director of education who is in charge while the directorship is vacant, authorized Miss McGoldrick's suspension at the end of last term.

Miss McGoldrick was unavailable for comment this week but supporters claim she is alleged to have made racist remarks about teachers in a telephone conversation with a junior council officer.

The NUT says it is entirely satisfied that Miss McGoldrick did not make a racist remark nor commit a racist act.

"Her suspension is completely unjustified," the union said in a statement. "We are astounded that a head teacher who has given whole-hearted

support to Brent's multi-cultural, anti-racist and equal opportunities policies has been accused of racism while trying to ensure that four existing vacancies at her school are filled for the autumn term.

"She has already expressed intentions of making an official complaint regarding the lack of co-operation she had received in attempting to carry out this task."

Mrs Brenda Kick, secretary of the school parent-teacher association, said no-one she had talked to could believe the accusation.

The school governors will investigate the complaint against Miss McGoldrick on August 26. Acting chairman Mrs Ruth Moher would not comment on any possible outcome. "It is the governors' job to impartially look at the evidence."

Her past impressions were that Miss McGoldrick supported Brent's anti-racist and multi-cultural stand.

Mr Anderson said he did not want to know the details of the case because, as a member of a council tenure sub-committee, he would have to consider the report of the governors.

He feared that press coverage "may well prejudice objective assessment" and was not helping Miss McGoldrick to have a fair hearing.

National priority areas for in-service training

School teachers	technical, commercial or professional subjects	
1 Training in organization and management for heads and senior teachers	12 Training in organization and management	£2m
2 Training in the teaching of mathematics	13 Training to meet the needs of students with learning difficulties	£1.5m
3 Training to meet the needs of pupils with learning difficulties	14 The training of advanced further education (AFE) teachers in polytechnics and colleges	£0.5m
4 Training related to the world of work	15 Training in the teaching of microelectronics	£7.5m
5 Training in the teaching of science	16 Training for the General Certificate of Secondary Education (GCSE)	£1m
6 Training in the teaching of craft, design and technology (CDT)	17 Training for the General Certificate of Secondary Education (GCSE)	£15m
7 Training in teaching in a multi-ethnic society	18 Training and youth and community workers	£1m
8 Training in the teaching of microelectronics	19 Training to help combat misuse of drugs	£1.9m
9 Training in the teaching of religious education	Others	
10 Training related to the world of work	18 Training and youth and community workers	£1m
11 Training and updating in	19 Training of educational psychologists	£2m

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Laid l'eau

Joe Grundy was right after all. Fans of *The Archers*, Radio 4's barometer of rural life, will know that the irascible Joe Grundy persuaded the more susceptible members of the over-60s club to boycott an adventurous outing to Galsia in favour of boring old Weston by regaling them with hard tales of French plumbing. And he deprived Ambridge's oldest inhabitant, Walter Gabriel, of practising his French. Sixty British teenagers, however, might well side with Joe. They were taken ill with suspected gastro-enteritis last weekend while on a canoeing holiday in the Ardèche. Fortunately none of the victims is critically ill.

Yogic take-off

A collector's item for the silly season: an invitation to a demonstration of the "TM-Sidhi Yogic Flying Technique", which marks the "Global Inauguration of the Maharishi's programme to create world peace". No fewer than 31 sociological studies throughout the world in the past 12 years have shown that individuals can, by applying this technique, create coherence in world consciousness, says the extremely rich Maharishi's publicity machine. According to the Yogic flying technique, the blurb continues, "at the moment of maximum coherence in brain activity as measured by EEG, the body lifts up and begins to hop. The positivity generated through the efforts of a group of at least 7,000 will transform strife into peace on an international level." That's the good news. The catch is that it will cost 100 million dollars to maintain the 7,000 experts in the Maharishi's Technique of the Unified Field.

Green pieces

Are you inclined to be radical, international and practical? If so read on. *Green Teacher*, a new publication to appear in classrooms this autumn, will appeal. It promises to be the world's first journal for teachers specifically relating green concerns to educational practice. Its editor is Damian Randle, education officer at the Centre for Alternative Technology, Machynlleth, mid Wales. "Where else? The preview issue - printed in green with a picture of David Bellamy posing provocatively in a bath - looks good fun; not over-the-top. Details from Damian Randle, Llys Awel, Heol Fawr, Machynlleth, Powys SY20 8DN.

Sharing the lead

One of the delights - or chores - for education junior ministers now that Mr Baker has taken over is to read inspectors' reports. Sir Keith, famed for his homework, used to plough through material on educational institutions the length and breadth of the land. Under the new regime the task is more evenly divided between Mr Baker, Mr Patten, Mr Dunn and higher education expert George Walden.

Doctored dinosaur

Could it be the biggest scandal since the Piltdown Man? Accusations of fossil faking at the Natural History Museum, no less. As every schoolboy girl knows, the archaopteryx is the link between dinosaurs and birds: a reptile-like creature with feathered wings. But two professors of astronomy, Sir Fred Hoyle and Chandra Wickramasinghe, claim in a book soon to be published, that the museum's specimen has been doctored. It is really a compositum, a small, common dinosaur, to which a former has added wings; an allegation strongly denied by museum experts.

Acronym

NEWS

Boycott threat as parents fear school link with meningitis

by James Meikle

Parents in Stroud, Gloucestershire, may keep their children away from school next term as investigations continue into the meningitis epidemic.

Families in nearby Stonehouse are worried that there may be a link between the death of seven-year-old Christopher Knight and the Park infant school where two other pupils in different classes also caught the disease last month.

Health officials checked children and buildings both there and at Bowmans Park special school where teenager Charles Smith died in February. They believe close contacts between families and friends out of school provide a more likely explanation for transmission of meningitis.

The Stroud area has been hit by two virulent strains of meningitis which particularly affect young people. There have been 54 cases and three deaths in the past five years, with two deaths in the past six months.

The meningitis is passed on through droplets from the nose and is more likely to be transmitted through kissing, hugging or other close contact than sitting next to each other in a classroom, according to experts. Most cases respond well to antibiotics.

But suspicions are lingering in the community, according to Mr Michael Squibb, whose eight-year-old son Geoffrey was a friend of Christopher, and who presented a 2,500-signature petition from worried neighbours to Downing Street recently.

"Parents are thinking about not sending kids back to school in September because a lot of people think it is in

the school", he said. Health and education authorities are trying to reassure parents. Long-standing plans for Princess Anne to open the nearby Park junior school in Stonehouse on September 8 are going ahead.

Advice to teachers and school authorities on meningitis, which affects membranes covering the brain and spinal cord, has been available since February.

Parents have been told to "err on the side of caution" and call a doctor if symptoms occur. These include fever, the appearance of a purple or reddish rash, vomiting, headache and a stiff neck.

A spokesman for Gloucestershire education authority said they would do anything their medical colleagues asked them to.

The education department is helping to organize public meetings, including one last week at Maidenhill secondary school in Stroud attended by Baroness Trumpington, health junior minister and the Government's chief medical officer, Sir Donald Acheson.

The length and size of the outbreak is surprising experts but there are areas where incidence of the disease is above average - West Yorkshire, Greater Manchester, Merseyside, Oxford and Worcester.

Figures for England and Wales are rising. There were 1,230 reported cases and 79 deaths in 1984.

Last year there were 1,528 cases and 94 deaths. Figures for the first seven months of this year are 1,055 cases and 78 deaths.



Keyed up: Independent schools forge ahead with computers

State schools fall behind with micros

by Geraldine Hackett

Greater use of computers is made in independent schools than in state schools, according to a survey by the Economics Association.

It says the difference is probably due to low allowances for software in state schools and larger teaching groups in the state sector.

The results of the survey, based on 612 questionnaires, show that teachers with computers at home are likely to make greater use of micros in the classroom.

A report on the survey says: "Quite what policy implications can be drawn from this are uncertain; unless, of course, the teachers' unions wish to use this as a basis of a claim for income tax exemption on the home purchase of home micros."

Most teachers using computers are self-taught and the report suggests there may be a need to train computer studies teachers to provide advice for non-specialist staff.

The report - which is to be sent to all secondary schools - suggests schools need higher capital allowances to provide adequate software. Some departmental budgets are less than £100, even though an individual item of software can cost £20.

"It is difficult to see how very much software can be bought. At the same time, it is difficult to believe that computer-assisted learning is any more deserving of subsidy than book-assisted learning," it says.

A particular criticism in the report is that while computer use is growing, it has not yet been integrated into the curriculum. The exception is the Scottish Examination Board's Certificate of Sixth-Year Studies.

Survey of computer use in economics and business studies is available from Computers in Economics Unit, North Staffordshire Polytechnic, Leek Road, Stoke-on-Trent.

Low marks for Welsh art classes

by Iola Smith

Art has a low status in Welsh secondary schools, according to an Association of Artists and Designers in Wales survey.

Only four out of eight local education authorities employ full-time art organizers. Just two have a public policy for visual art, and only one arrange any form of in-service training. Although most I.e.s. have schemes whereby works of art are placed in schools, the recent financial curbs have reduced this considerably.

More use is made of art in science schemes jointly promoted by I.e.s. and the regional arts associations. This enables pupils to watch an artist work while the school gains a commissioned piece of work to commensurate the visit. But provision is patchy, ranging from only one artist scheme in Clwyd and Gwynedd to 30 in West Glamorgan.

The survey illustrates that I.e.s.' general indifference towards art is communicated to the schools where a bleak picture emerges.

As Ms Ann Williams, the chair of the association, points out: "I almost all schools, resources are cut so there are fewer staff, less classes and lower capital."

The option system in many schools criticized for having an inhibiting effect on the subject has become a dumping ground for less able, difficult or disruptive pupils. "When looked at in this way, it is not surprising it suffers from low status."

Many teachers voiced concern about the subject's future, with the prospect of Craft Design and Technology viewed as a threat.

The survey said: "Much of the design teaching overlaps with what has been done for years in the art department, but the skills of art teachers have not been incorporated and many feel that they are being pushed to one side."

Parents' rights on sex education still in doubt

by Barry Hugill



Colin Alves: not distressed

Mr Kenneth Baker, the Education Secretary, went on holiday to France last week having secured a minor victory - his draft circular on sex education had not seriously upset anyone.

Mr Colin Alves, general secretary of the General Synod Board of Education, spoke for many when he said: "I can find nothing in the circular to distress me."

The general lack of distress can be credited to the skilful draughtsmanship of DES officials who managed to side-step the all-too-obvious pitfalls that accompany any discussion of the subject.

The circular says that sex education in maintained schools should be offered "as far as practicable" in such a manner as to encourage pupils to have due regard "to moral considerations and the value of family life".

This is in line with the clause in the Education Bill, inserted in the House of Lords, which states that sex education should emphasize the importance of the family and not concentrate only on the mechanics of sexual activity.

Ministers objected not one jot to the sentiments of the clause, but would have been happier if the issue could have been dealt with simply by last week's circular.

The stress on family life will appease the more traditionalist of Conservative backbenchers, while the get-out "as far as practicable" should pacify those like the National Union of Teachers, who argue that for many children family life does not exist.

Wary that support for teaching about an issue as sensitive as contraception could be interpreted as a capitulation to the "progressive" lobby, Mr Baker insisted that the circular contain a specific reference to the law.

Teachers asked by a pupil for contraceptive advice are told that they must encourage her or him to talk to parents. And they must warn any pupil under 16 that they could be in danger of breaking the law.

The most controversial section of the circular could be that on parents. The contention that parents should be fully informed about the sex education taking place at school will please most

parents, but the refusal to allow them to withdraw their children from lessons if they don't like what is taught has caused a mild outcry.

An alliance of Labour and right-wing Conservative MPs has tabled an amendment to the Education Bill giving parents the right to excuse their children from sex education lessons.

The Government will almost certainly oppose the amendment on the grounds that it would set a precedent for parents who wanted to prevent their children being taught subjects other than sex education.

Mr Baker's hope will be that the circular, with its stress on parental involvement and strict adherence to the law, will be sufficient to quell any backbench revolt on the Government side.

Some MPs, however, will argue that the amendment is necessary to protect parents with strong religious convictions. Mr Mark Fisher, Labour MP for Stoke-on-Trent, Central, predicts that the clause, if passed, will lead to endless litigation and unpleasant scenes between heads and parents who object to sex education in school.

Mrs Chris Kelly, of Family and Youth Concern - formerly known as The Responsible Society - has pledged her organization to campaign for parents' right to opt out. Parents, and only parents, should decide what form of sex education their children receive, she said.

"Some teachers have strange life-

styles and this could be reflected in their teaching," she added.

No doubt aware of such life-styles, Mr Baker has taken care in the circular to stress that parents must be given an opportunity to see all teaching materials used in sex education lessons.

This has met with the full approval of the Family Planning Association. Ms Joyce Rosser, its education officer, explained that for some time the association had attempted to convince teachers that they should obtain the support of colleagues and parents for the methods and materials used in their lessons.

Mrs Sheila Naylor, of the National Confederation of Parent Teacher Associations, also approves the circular, but is at one with the FPA on the problem of involving parents.

"It's all very well for Mr Baker to talk about involving parents, but it won't happen just because he issues a circular. It needs structures and the Government could help by placing a statutory duty on heads to have a home-school association in their schools," she said.

"Some teachers have strange life-

Truth about Aids goes on timetable

by Sue Surkes

Welsh schoolchildren will start learning about the killer disease Aids next term, what is thought to be the first formal programme of its kind in the country.

The move is in line with recent Department of Education and Science advice on sex education. Last week's draft circular specified that issues such as Aids should not be avoided.

Fifth and sixth-form comprehensive pupils in West Glamorgan will hear from Mr Colin Griffiths, a research scientist, about the origins of the disease, the way it is transmitted and the groups it affects.

Mr Griffiths, who sits on the Welsh Office committee looking at Aids education in Wales, said the talks would seek to inform, alleviate anxiety and correct misconceptions.

Parents would be invited to special evening sessions to hear a repeat of the information given to their children, and primary teachers would have the chance to get involved.

Mr Griffiths, who believes this will be the first time Aids has been introduced formally into the school timetable, said a pilot study in two schools had revealed a high degree of awareness about the disease. But misconceptions still remained. Some children believed Aids was exclusively a "gay plague" or that it was transmitted via casual contact or saliva.

While stressing the rarity of the virus in the context of other sexually transmitted diseases, Mr Griffiths will underline the dangers of having multiple sexual partners.

But he will not tell pupils how to conduct their own sex lives unless they ask. "They will ask me and I will answer the questions. But I do not intend to tell all the boys you have to use a sheath."

Mr Griffiths, who works for West Glamorgan Health Authority, sees parental involvement as an important part of spreading the Aids message to the public. He has already given some 870 talks to groups ranging from community nurses to fire brigades and he deals with those at risk such as homosexual men and drug abusers.

He is aware of the hostile reaction his programme might provoke from parents but says they are free to withdraw their children from class. "If they do not want to come to the talk, I'm happy to talk to them," he said.

Mr Graham Bingham, West Glamorgan's assistant education director with responsibility for schools, said his authority had wanted to take on board advice given by the DES document *Children at School and Problems Related to Aids*, which discusses the need to increase general understanding about the disease as part of a health education programme.

Pupils to monitor acid rain

by Sue Surkes

One hundred secondary schools and sixth-form colleges in Greater Manchester are collaborating on a pioneering study of acid rain.

In a linked development, Manchester Polytechnic's Acid Rain Information Centre is preparing resource sheets and a book to help teachers with the introduction of environmental problems on exam syllabuses such as the GCSE.

The centre has just begun a two to three-year survey of acid rain with the help of 2,500 pupils.

Dr Jim Longhurst, the director and founder of the centre, said each school had been issued with a simple testing kit to record the volume of rainfall, determine its chemical balance and set out readings on a special chart.

The centre would collate the results

and prepare summaries of acid rain data at the end of each term.

The first results are now being analysed and will be used alongside site-specific tests being carried out by experts.

Dr Longhurst said: "This is the first study on the urban influence of acidity in Europe involving schoolchildren. The aim is to introduce the concept of acidification of the environment into the school curriculum and to do that through the means of a practical environmental science project."

"The sheer number involved is an indication of how interested schools are in practical work of this kind."

He added: "It is our intention to encourage development of similar networks in other areas of the UK. There is an education authority in the Aber-

deen area trying to do something along similar lines."

The £50,000 project - approved by the phrase acid rain was first coined by Manchester - is being funded by district councils.

Miss Sue Green, the centre's school projects officer, has just finished a five-page resource sheet. She is writing a book about acid rain for secondary school teachers, which will contain interviews of bodies such as the Council for the Environment and the Acid Rain Group, and encourage children to engage in role-play.

Miss Green said the centre received letters daily from teachers trying to deal with the introduction of environmental topics into GCSE and A-level syllabuses.

Re-think on social work

Social work training must be increased from two to three years, according to a new position paper from the Central Council for Education and Training in Social Work.

The council says the additional year is quite feasible, given sufficient resources and commitment by employers and government.

It suggests the new qualification should be called the Qualifying Diploma in Social Work. Candidates should be assessed by locally based panels.

CCETSW Paper 20.6 - Three Years and Different Routes - Council's expectations and intentions for social work training. Price £1 from CCETSW Information Service Offices, Derbyshire House, St. Chad's Street, London, WC1H 8AD.

Fear raised over 'Lucy'

A social worker may know of a 12-year-old truant identified as "Lucy" who alleges she had an abortion after her father molested her.

Mrs Michele Elliott, an expert on child abuse, describes in the current issue of *Community Care*, the social work journal, a series of phone calls she received from a girl who said her name was Lucy. The story that gradually emerged was that she was being abused by her father and had had an abortion. The calls were made over a period of three weeks, Lucy revealing more of what was happening until the day a call was interrupted by a man's voice and the phone went dead.

Mrs Elliott believes the girl must now be nearly 13 and is often missing from school, particularly Monday mornings. She may be aware of the role of her father in the molestation, she says. She has taken over the role of her father, she says. She has a young sister, who may also be at risk. The father spends much of his time at home and the mother is reported out at work. A social worker was involved in the case because of Lucy's truancy from school.

Lucy heard Mrs Elliott talking about child abuse on a London radio station and although Mrs Elliott does not think Lucy lives in the capital, she thinks she is likely to be relatively close to home. It is now nearly a year since Mrs Elliott first heard of Lucy. Many attempts have been made to find her. "Anyone who thinks they recognize Lucy should contact Mrs Elliott at Kidspice, 82 Brook Road, W1 JYG, telephone 01-491 4011."



David Puttnam



Jeremy Isaacs

Channel 4 may save film scheme

Channel 4 is being asked by Mr David Puttnam, the film director, to rescue a project to encourage film studies in schools.

The request, which has the support of Mr Jeremy Isaacs, chief executive of Channel 4, comes in the wake of a decision by the Department of Trade and Industry that it cannot provide a grant of £35,000. The board of Channel 4 is expected to consider the rescue plan at its next meeting.

Parents hit by new cuts

Parents of school-age children will be particularly hard hit by the latest round of cuts in supplementary benefit grants.

A new regulation abolishes the payment of single lump sums claimed in lieu of past benefits. These covered clothing items other than school uniform, which is left to the discretion of the local authority.

The new regulation also forbids the

giving of grants to cover lost or stolen clothing, despite recommendations by the Social Security Advisory Committee that there were enough safeguards already in the regulations to guard against false claims.

With a new school year approaching, single parents and the long-term unemployed will find it harder to provide kit for their children.

If you purchased a Master 128 or ET between January-May 1986 please read on.

This is an important message for users of BBC Master Series micros purchased between January and May 1986. You should read this announcement carefully then contact your Acorn dealer if you have not already done so.

It has been found that when the battery in the above models is close to exhaustion, the microcomputer may attempt to recharge it. This is contrary to the recommendations of the battery manufacturer.

An upgrade kit which prevents this happening has been developed and is now available from any Acorn dealer at no cost. Fitting can be carried out easily either by you or free of charge by your supplier. This will not invalidate your guarantee.

If you have difficulty in obtaining a kit, please call 0223-214411 and ask for Department A2.

In the meantime, we suggest you follow standard electrical appliance guidelines and keep the power switched off when your microcomputer is not in use.

We apologise for any inconvenience that this upgrade will cause but we hope that Acorn's customers will be assured by our desire to maintain a high standard of product in the field.

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The choice of experience.

Coming of age for the under-fives

Julia Hagedorn reports from Strathclyde on a Scottish blueprint to establish pre-school provision for all and (below) visits a community centre pioneering the integration of youngsters' education and family support

Strathclyde has marked its determination to make nursery schooling a priority by becoming the first British authority to integrate all provision within its education department.

The Scottish region has set a long-term goal of establishing pre-school facilities for all its 155,000 under-fives. Perhaps even more radical is the intention that the children's needs will be decided largely by parents and members of the community. Provision is intended to be flexible and reflect local demands.

It is an ambitious policy for a region comprising inner-city areas of Glasgow, as well as semi-rural mining villages, depressed seaside towns and rural communities where Gaelic is more of an issue than the divide between the education and social work departments.

When the regional council decided in 1981 to establish a working group on the under-fives, there were few illusions about the size of the task. Pre-fives services had developed in a haphazard way that reflected the different priorities held by the two departments.

By July 1983, the view had emerged that only by integrating services could future developments be planned and implemented adequately. It was therefore recommended that a single unit would be set up within the education department to operate all pre-fives services on a single budget.

The unit's director and the only woman among 47 men in the directorate is Ms Helen Penn. Although she was in post as assistant director of education on May 12, trouble with unions and administration has meant that advertisements for six area development officers and for the other positions in the pre-fives unit did not go out until several weeks later. Only now is the unit really getting under way.

The main task at the moment is to have a good look at existing provision and see how it can be rationalized. The unit must also build up its own ethos if it is not to be accused of sacrificing education to care – the traditional divide between nursery schools and day centres – or vice versa.

All this must be accomplished in a forbidding financial climate. But Ms Penn's background in the National Childcare Campaign will no doubt steel her to fight from a financially unsound base – and the feeling at senior management level is that the

unit must be seen to work. Mr Edward Miller, the director of education, sees the main difficulties as the suspicions that are bound to exist between two major departments and the unease among staff over the long-term future. He admits that, at a time of public expenditure restraint, the department must nevertheless be seen to be spending money. "Whether that is additional money or is money transferred from some other part of the service remains to be seen."

The main Scottish teachers' union, the Educational Institute of Scotland, sees the amalgamation as a threat to nursery education and as a move to establish social priorities rather than educational ones. Scottish nursery teachers are more highly trained than their English counterparts – they have to study for an extra qualification after their primary training – and so are more jealous of their patch.

Mrs Eileen Carmichael, the EIS representative on the working group and head of Glenconns nursery school

in Paisley, is sceptical about the unit's promises.

She says: "They're spreading the jam too thinly and expecting too much. They say they are going to meet the needs of the area but it will only be so if parents want what is easy to provide cheaply, and that's not going to be nursery education. Standards are going to fall."

She maintains that the pupil-teacher ratio will be worsened and that staff, through having to move out into the community to work with families, will only be able to give children a quick injection of education rather than the sustained contact they need.

Social workers are worried that some of their flexibility will be lost, and elite the rigid attitudes among heads of education establishments to make their point.

Mr George Pennell, a specialist adviser in child and family casework, agrees there is a barrier between teachers and nursery nurses but says

there are advantages to be gained both if they share ways of working. He would like to see an entire blueprint for under-fives services emerging from the unit to guide all in the field.

Mr Ronald Young, a councillor and former chairman of the pre-fives committee, admits there is no question of universal provision for the under-fives at the moment. He says the council has never made any promises about more – but the budget of £18 million has at least been protected when other authorities have cut progressive financing of what is a non-stable part of the service.

He admits that, politically, Strathclyde is creating a stick with which to hit itself. "We are raising expectations that we cannot meet."

Ms Penn remains optimistic about her brief and clear on her priorities: the unit: to fund in-service training; make sure there is wide access to her; her ambition remains to ensure that local provision meets the needs of all children.

She looks to a time when political leaders change and the rest of the country turns towards Strathclyde as an authority which has already tackled the issues through.

"I hope the Government will take note of what is going on here," she says. "There is very little research that shows what can be done with the under-fives when provision is good."



Driving force: the Fasque Place family centre is encouraging imaginative play, familiarity with the printed word and parental involvement with youngsters' needs



Gorbals rooms with a view to fighting deprivation

The Fasque Place family day centre draws all the threads of under-five provision together to meet the needs of a local community. It exemplifies the kind of practice that Strathclyde's pre-fives unit would like to see more widespread among services for youngsters and their families.

Drumchapel is one of the Glasgow estates that sprang up after the Gorbals tenements were cleared. It is a poor place, most residents have little hope of escaping a job, and single-parent families are common.

But there is also a strong spirit of community. Mrs Maureen Evans, the teacher in charge of the nursery, describes the children before they came to her as "coming free, shouted at in the home,

the community were involved in an interview panel for an education department post of centre project leader.

Fasque Place has taken over several council flats on the estate. On the ground floor there is nursery provision for the three to fives which is open from 8.30 am. Four key workers are in charge of the 60 children (10 full-time). The project leader, Mrs Isabel Douglas, says she has never worked before in a nursery where all the children are deprived – and every youngster on the estate needs a nursery place.

Mrs Maureen Evans, the teacher in charge of the nursery, describes the children before they came to her as "coming free, shouted at in the home,

with no language development and no experience of life."

"We are giving them as many everyday experiences as possible – walks to the park and to the shops, trips on local buses that their parents could copy – and we are getting them to enjoy and share their experiences and so to use language with understanding."

At Fasque Place, families as well as children can be supported. Of the 80 families who use the centre, only three parents are working. Upstairs, the mothers have a drop-in centre where rooms are available for the under-fives to play in safety and for primary school-aged children to gather after classes. Yet another floor is for fathers. They can use the room to play darts or practise their woodworking skills.

The centre also boasts a baby room and a book-in crèche which mothers can use when they have appointments where they cannot take the baby. There is also a mother-and-toddler group and a playgroup for the two and three-year-olds. Staff hope to have a

baby clinic in the centre soon. The local secondary school now comes parents alongside pupils and several of its teachers come to the centre to teach the parents about woodwork, keep-fit, writing and computer studies to give them confidence to go to the secondary school. Many of the parents, after all, are little more than children themselves.

It is early days yet for this kind of project. Fasque Place is still in its first year and there are problems to be solved over areas of responsibility. But for the children and adults who make use of its facilities, it is obviously a lifeline in a difficult world.

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IN BRIEF

Course launch

The Joint Examining Board has introduced a new Teachers' Diploma in Vocational Education aimed at those involved in YTS and TVEI programmes. The course includes general principles and practice, careers counselling and a survey of local or regional employment. Each candidate will be expected to spend at least two weeks gaining non-teaching work experience in a factory or shop and an office environment.

Ulster decline

Job prospects for newly-qualified teachers in Northern Ireland showed marked improvement in 1985, with 91 per cent finding work, permanent or temporary. But this trend reflects a huge decline in numbers entering the profession, from 810 in 1978 to 418 in 1985. And, while the proportion obtaining permanent posts has improved from 51 per cent in 1984 to 56 per cent in 1985, the ratio of permanent to non-permanent posts contracted from 3:1 in 1978 to 2:1 in 1984. The employment of teachers newly qualified in 1985 by J M and Dorsey published the Northern Ireland Council for Educational Research.

Graduate probe

A two-year inquiry into graduate unemployment and the role of conversion courses has begun at the University of Nottingham. It is financed by the Further Education Unit with support from the Manpower Services Commission. The research project will also look at the position of graduates in West Germany and Denmark.

Exam link-up

Pupils in Wales and northern England will have a wider choice of examination syllabuses from September because of a reciprocal marketing arrangement signed between the Welsh Joint Education Committee and the Northern Examining Association. Courses offered by NEA which are not being provided by the WJEC and vice versa will be made available to schools. Although such papers will be marked in England, the WJEC will administer and certify the courses. The agreement enables GCSE syllabuses, A levels and the AS exam scheduled from 1989 to be offered in both regions. But the WJEC will translate the NEA papers into Welsh if the syllabuses are to be adopted by bilingual schools.

Arabic start

Sixth-formers will soon have the opportunity to study Arabic. The department of Arabic and Islamic studies at Exeter University has devised a one year course leading to the newly approved Cambridge local certificate in Arabic and Arab studies. Any schools, or teachers, interested in the scheme should contact Gerald Groffman at 48 Manton High Street, Marlborough, Wilts SN8 4HW.

Essay prizes

Secondary school pupils have the chance to win £50 for themselves and £100 for their school this summer in a "Monerger '86" essay writing competition being run by British Gas. To enter pupils, who should be at secondary schools in the North Thames Region of British Gas, must write up to 500 words on energy saving in the home or in industry. The closing date for the competition is November 1, 1986, and entry forms can be obtained from the Publications Office, British Gas North Thames, London Road, Staines, Middlesex TW18 4AE.

Arts guide

A new guide to arts and crafts training courses, covering application to wood turning in 160 different colleges, has been published by Career Consultants Ltd, 12-14 Hill Rise, Richmond, Surrey TW10 6UA, price £2.25.

Degree offers

The 1987 edition of *Vocational Degree Course Offers* by Brian Heap is still available from Career Consultants Ltd. The paperback costs £6.95 plus £1 postage.

Writing a new script

Geraldine Hackett meets Godfrey Brandt, soon to join the Arts Council as its senior education officer after a career in youth theatre and research



Godfrey Brandt: making arts more accessible

unit to make a bigger impact than in the past. His responsibilities extend to co-ordinating the education work of other Arts Council departments.

His own background in the arts includes a three-year spell as a part-time director with the Youth Theatre;

an arts project he started with unemployed teenagers in south London and involvement with the Odyssey Theatre company in Tufnell Park, north London. He started the first course in contemporary black theatre for the extra-mural department of London

University and he is writing a play, provisionally called *The Conversation Tree*.

He believes the major role of the education unit is to make arts more accessible. Although it is a small department in a large institution, Brandt believes – with the enthusiasm of someone embarking on a new project – that it can have an effect. "It is a matter of getting to know how the machine works and then using it," he says.

Before he finally leaves the Institute of Education at London University, where he has worked for four years, he has to finish his research on black teenagers' use of Creole.

What he expects to emerge from his work is the complexity of the language, which originally developed in the West Indies among imported slaves from different language groups. In the London colleges and youth clubs he studied, Mr Brandt identified its use as a language of resistance; a way of uniting a group against what seemed to be opposition or racism.

Later this year his book *The Realization of Anti-racist Teaching*, will be published by Falmer Press. It starts from observations of school lessons and moves to an evaluation of anti-racist practice.

Mr Brandt is keen to see the Arts Council conducting more research, into arts provision in schools, for example, or the recruitment of ethnic minorities to arts institutions.

Mr Brandt views his change of career as a new challenge, but not one that will take him completely away from his previous concerns. As senior education officer, encouraging greater access to the arts, that will also mean reaching the black and ethnic minority groups that have so far remained untouched by the Council.

Lancaster course failure highlighted

HMI reports

The BEd ordinary course at St Martin's College, Lancaster, is "seriously inadequate", according to Her Majesty's Inspectorate. Their report is based on visits made in 1983-84.

The course, which prepares students as general class teachers for pupils aged five to eight, or seven to 12, fails to give students a sound subject study base, the Inspectors say, because specialist subjects are only studied in the first year.

However, they acknowledge that the course gives students a generally good professional development, although they suggest all students should spend more time on religious education and music.

The College is a Church of England foundation with 380 students on initial teacher training courses and 250 on BA courses.

The primary BEd course at the Roman Catholic Newman College, Birmingham, allows a sufficient amount of time for subject studies and education theory, but there is an imbalance in the overall shape of the

course, the Inspectors say.

The amount of time given to mathematics and languages is low, and while physical education and art are well covered, music is not. The humanities and science are also under-represented.

The Inspectors commend Bulmer College of Higher Education, Berkshire, for the way it has tackled a rapid change of emphasis from secondary to primary training and say the college has "a good base line for the development of sound primary training".

Adult education lecturers under fire

Wide-ranging criticisms of the work of the Department of Adult Education, at the University of Newcastle upon Tyne, are made by the Inspectors, although they say that academic levels are generally good.

However, the Inspectors criticize lecturers for not making their intentions clear to students, and for conducting classes which left less able students behind and provided few opportunities for discussion.

Use of teaching aids was limited, writing was rarely required of students who were also not encouraged to take notes.

"It was assumed generally that the students were in possession already of the skills of study but this was not

always so," the Inspectors say. There was little consultation between full-time and part-time teachers, or with other university departments, and the overall programme lacked coherence, although they note that the department faces geographical problems.

The Inspectors also criticize the lack of change and innovation in the programme offered, and the fact that students are not encouraged to see their studies as progressive from year to year.

They note that no dissatisfaction was voiced by students, but say "the quality of the overall provision could be enhanced if certain aspects of it were reviewed".

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SCHOOL TO WORK



Word processor: computerization may no longer be a mystery in business but foreign languages often are

Office staff lacking French polish

by Diane Spencer

A scathing indictment of the British system for training office workers is contained in a discussion paper published this week by the National Institute of Economic and Social Research. A team studied the education and training for office work in Britain and France and interviewed staff and students at colleges as well as personnel managers in both countries.

Researchers found that:

- In the early 1980s the French produced ten times more qualified office staff than the English;
- Most French office workers have studied at least one foreign language – which is something exceptional in Britain; and
- French employers are recruiting more people with higher qualifications. In Britain, employers still take those with good O levels and typing skills.

The need for better trained clerical staff in Britain has long been recognized, the report says. This concern led to the formation of the Business Education Council in 1974.

BEC merged with the Technician Education Council in 1983 to form BTEC (the Business and Technician Education Council). "The fruits have been meagre," the report comments.

"Neither students nor employers have been well served by BTEC's policy of deliberately not setting

nationwide exams of the sort that the French provide at Bac G level."

The Youth Training Scheme is not seen as a solution as it does not aim for higher clerical standards. "Indeed, it aims to increase clerical training at a level which the French are planning to eliminate as being too low today to be useful to industry."

The traditional British pattern of uncoordinated single subject vocational qualifications, grafted on to a certificate of general secondary education in a few subjects, is no longer adequate, says the institute.

Today's office employee needs to know the potential of equipment, how data processing can be used in commercial and administrative work, and how to think in abstract terms.

Initial qualifications such as CSR and ITTEC General can no longer be seen as sufficient preparation for efficient work within a modern communications system.

"Very many more of Britain's potential office employees will need to be educated to the standard of approximately RSA Grade II – encompassing business calculations, bookkeeping, keyboarding, and business practice – if industry and commerce is to have at its disposal a clerical workforce of the same calibre as has for long been regarded as normal in France and Germany."

Apart from considerations of economic efficiency, wider social implications arise from the fact that a large proportion of the school-leavers who go into office work is female.

"Any scheme for extending the education and training of office workers thus in effect also improves the education and training of very many young women who would otherwise embark upon working life with only rudimentary school-leaving qualifications."

The report says the over-riding difference between French and British preparation for clerical work is that in France trainees go on two or three-year full-time courses which form an integral part of compulsory and upper secondary schooling.

In Britain, most clerical training takes place after compulsory schooling on short full-time or part-time courses outside the mainstream, except for the most basic level of typing and bookkeeping.

"In France, pupils have a choice of four nationally-administered levels of vocational exams and qualifications below university standard. These exams test a range of vocational skills and knowledge."

Most British clerical qualifications are based on tests in single subjects which are narrow and easier to master, but they impede flexibility between

jobs and do not provide the adaptability required as a result of technological developments.

About 75 per cent of all secondary school pupils in France study at least one foreign language throughout compulsory schooling. In Britain, only 35 per cent do.

The Institute questions why most British students are obliged to choose to study French when Germany is our most important export market in the EEC. "It seems negligent that a total of only 4 per cent of pupils a year leave our schools with an O level in French."

Training may have an important role in initiating or accelerating change, the report says. The availability in France of more highly qualified clerical recruits seems to have provided the impetus for upgrading their work and responsibilities. In Britain, the much smaller supply of young people with good all-round qualifications seems to have provided less incentive to speed up the pace of office reorganization.

However, the institute found an imbalance in supply and demand in France which should serve as a warning for Britain. French employers have been able to pick from a good supply of highly qualified recruits to cope with new technology; a highly satisfactory situation from their point of view, but less so for many young people, especially girls with low level qualifications. Unemployment among young women aged 15 to 24 reached 30 per cent in France this year compared with 16 per cent in Britain.

While Britain's stock of office staff is so low it must strive to raise its output of qualified personnel. It must also take care to ensure that the areas of specialization, level of training and numbers correspond more closely to the needs of industry and commerce than is the case in France.

Although Germany produced a similar number of qualified personnel in 1984 to the French, their unemployment rate was "negligible". In Germany, the method of linking the supply of training places to industry's demand for qualified people is different from that of France. An aspiring office worker in Germany must first find a suitable employer who can offer him or her a "training place". Then the trainee enrolls in a vocational college. In France, a student enrolls in a school and then faces the full realities of the job market after completing the course.

Vocational training in France and Britain: office work, by Hilary Steadman, Discussion Paper No 14, National Institute of Economic and Social Research, 2 Dean Trench Street, Smith Square, London SW1P 3HE.



The Training Standards Advisory Service, the Manpower Services Commission answer to HM Inspectorate, is to be led by Mr David Tinsley (pictured) currently head of the Open Tech Unit.

The service, which operates from September 1, will provide an independent source of advice and guidance on the quality of training under the Youth Training Scheme. It will employ about 40 advisers, who will advise the MSC on their findings.

Mr Tinsley, 48, joined the MSC in 1984 from a post in Birmingham as education officer for further and higher education. He envisages the new service developing as an authoritative national network of experts who will contribute to the evaluation of vocational education and training systems.

Commission claims victory on leavers

The Manpower Services Commission claims in its annual report that it has "substantially met" its undertaking to offer all unemployed 16-year-old school leavers a training place by the following Christmas.

During the year about 360,000 16 and 17-year-olds took part in the Youth Training Scheme at a cost of £818 million. At the beginning of January only 2,289 young people were awaiting an offer compared with 3,853 in the previous year.

The Commission also notes in its report – published yesterday – its success in promoting the Technical and Vocational Education Initiative for 14 to 18-year-olds. By last autumn 39,000

students were taking part in the scheme which involved 73 education authorities who ran 74 pilot projects costing £32.08 million.

Among its many achievements, the Commission notes that virtually all education authorities had submitted their strategic plans for the funding of non-advanced further education under the White Paper Training for Jobs by the end of March. Half had been endorsed by the MSC.

Annual Report, 1985-86, MSC, from the Sales Manager, MSC House, W11 111, Moorfoot, Sheffield S1 4PB price £5.00.

Trainees' pay gets boost

Three large employers in retailing are to "top up" the minimum allowances paid to Youth Training Scheme trainees. The payments vary between £3.70 and £30 a week and reflect employers' willingness to accept such trainees as employees.

The Milk Marketing Board is to pay trainees as employees. At Foster Mens-

wear, with 200 trainees, those who complete their first year of training will be paid £65 a week for the second year. The Bradford-based mail order company, Empire Stores, is to pay trainees £31 a week and the rate of £64.40 in the second year. The agreements have been negotiated by shopworkers' union, UNDAV.

OVERSEAS

What a genius may do, all things being equal

Seriozha Grishin spoke his first words at four months, began walking at eight months, could count to 10 by one year, and was reciting poems by heart at the age of two. He has just enrolled as a first-year student in the physics faculty of the prestigious Moscow State University – at the tender age of 12.

But life has not been plain sailing for the young genius. The national magazine *Ogonyok* ran a cover story on Seriozha this month revealing that the main obstacle to his progress was his school. In the Ukrainian town of Krivoi Rog, Seriozha's mother was informed that her infant prodigy would not be permitted to skip several years' school.

"Why are you trying to make him stand out?" she was asked. "Be like everyone else. Let Seriozha study in a class with children his own age – and then he'll become normal." When Seriozha's mother refused to send him to school unless he could study in a class with pupils of his own standard, neighbours complained to the authorities that she was "not normal" and she was sent to a mental hospital for three weeks. Seriozha was also placed under psychiatric observation.

Ogonyok regrets that, despite a system of specialized schools for children gifted in a particular subject – be it mathematics, music or chess – there is no special school for generally gifted youngsters. "We should carefully nur-

ture their unique gift – but instead we try to 'make them normal'," says the magazine.

The streaming of school pupils has long been a touchy subject in a country where communist ideology suggests that all children are born equal and environment alone determines their ability.

When Vladimir Efroimson, a leading Soviet specialist in genetics, was asked to what extent intelligence depended on environment, he replied: "One is not born great, one becomes great." Children in "bourgeois" western societies had unfair advantages or disadvantages according to their social class, while all Soviet schoolchildren had the chance to develop into geniuses. "Talent is not one's personal property," added Mr Efroimson sternly. "It is public property and no one has the right to squander it."

After studying in and out of schools for several years, Seriozha was finally given the opportunity to develop his gift at university.

His problems have been made public at a time when the recent school reform is being reviewed with an openness characteristic of the Gorbachev era.

The Tikhonovs, for example, are a family of teachers who recently had a letter to the teaching newspaper *Uchitel'skaya Gazyeta* published, claiming that part of the reason why

SOVIET UNION

Janet Price on the place of streaming in a society with average ideals

some pupils are slow learners is because their parents are drunkards.

The Tikhonovs complained that their job was complicated because Soviet schools are not streamed. "We are expected to extract the same common requirements from pupils of completely different levels of development – irrespective of their biological abilities," they say, adding that external factors during pregnancy can hamper intellectual development. "This is of course nothing new for doctors. And yet for us teachers this accepted medical fact might as well not exist."

Lyena, an interpreter in her mid-twenties, recalls that the English language teacher at her school carried out a brave experiment by dividing each of her classes into three groups according to their abilities. "I meant we could all work at our own pace," she says. "The clever ones weren't held back and the slower ones weren't left hopelessly behind. But it was just her own initiative – I think she tried to keep it quiet from the headmaster."

A more official experiment was carried out 10 years ago in the Ukraine when all the slowest learners were placed in special classes. Teachers

were presented with an enigma, however, when the special classes turned out to consist almost exclusively of boys. Through the Soviet Minister of Education, commented favourably on the trial run, no mention of streaming was made in the recent school reforms.

Misha, now a translator in his mid-twenties, was sent to a specialized school for pupils gifted in English. "Even in this school there was a big gap between the duller and the brighter students," he says. "My teachers found it easier to concentrate on the mediocre pupils – huping the slower ones wouldn't get too lost or the smart ones too bored."

One of the consequences of refusing to stream has been the explosive demand for private tutors to help those pupils intending to go on to higher education.

A Moscow teacher of Russian literature recalls one morning when an anxious mother visited him to discuss the progress of her daughter. "She's way behind. You must help her," said the mother. "But only on Wednesday. She's busy after school with a maths tutor on Monday, geography on Tuesday, English on Thursday and chemistry on Friday."

Handwritten notices by qualified teachers offering their spare-time services have become a common sight on telegraph poles, bus-stops and door-

ways in Russian towns. Because Soviet schools require that children be marked on accomplishment, instead of effort, slow learners are "morally humiliated", however hard they may try, say the Tikhonovs. "School is not a pleasure for them. It is a torture."

But many teachers admit they are afraid of giving bad marks because they alone are held responsible if a child gets poor marks.

Teachers may welcome a suggestion which comes from Professor Vyacheslav Tabolin – corresponding member of the USSR Academy of Medical Sciences. In the youth newspaper *Komsomolskaya Pravda* he proposed that all babies should be graded from birth. "A major evil of pedagogy and pediatrics is that scientists are orientated towards an average statistical baby."

Schools and even kindergartens were making a mistake in treating all children as mental and physical equals. "I don't think it necessary to determine a baby's capabilities immediately after it is born, calculate its grade and thus programme all its future development," announced the professor.

Doctors and teachers would be specially trained to deal with each specific grade. As yet there is no sign that the educational authorities agree with Professor Tabolin's vision of a brave new world.

Manhattan transferred to unqualified success

UNITED STATES

Bill Norris on the results of hiring untrained teachers in New York

Teachers should be trained to teach. The National Education Association, the largest teachers' union in the United States, says so. So does the prestigious Carnegie Foundation, which thinks that nothing short of a master's degree should qualify a teacher for the classroom. So does the American public, which has just told a Gallup poll, by a 2-1 margin, that teachers who have not been trained to teach should not be hired.

All of which makes the latest news from New York City seem rather odd. The authorities there have been hiring untrained teachers by the thousand for the past two years, and the policy has proved an outstanding success. An unqualified success, you might say.

New York used to insist that all new teachers must have 12 education courses in their undergraduate degree before entering the classroom. But faced with a teacher shortage in 1984, the board of education decided, nervously, to relax the requirement. The board ruled instead that the education courses, required under state law, could be acquired over two years while on the teaching force.

The result has been an influx of new teachers who seem to have a greater breadth of experience, are more mature, and have a strong desire to stay in the job. New York high schools tend to be tough places. Education graduates hired straight out of college often find the atmosphere too hard to take and leave within months. On the other hand, 85 per cent of the new intake, most of whom have worked in the outside world, are still teaching and going strong.

New York has about 65,000 teachers. Some 6,226 were hired in the last school year, and of those 4,131 were technically unqualified. Most were liberal arts graduates, some with teaching experience in parochial schools, but they included a former dentist and other professionals. Among them was Robert Hickson, a mathematician aged 30 with a doctor-



According to a public opinion poll, only teachers who have been trained to teach should be hired.

ate from the London School of Economics. Dr Hickson was doing post-doctoral research at New York's City University when the rule was relaxed, and seized the opportunity to do what he had always wanted to do: teach. He has since spent two years coaching marginal students at a vocational high school, with outstanding results, and gained his master's degree in education along the way.

As a further incentive to the new brand of teacher, New York is offering those with a liberal arts degree the chance to take a permanent licensing examination after teaching at the same school for two consecutive terms. Passing this exam gives entitlement to tenure and a pension. Starting salaries have been raised to \$20,000 (£13,500) this year – more in cases where the entrant has some previous teaching experience.

It is a trend that seems to be growing. New Jersey is now allowing liberal arts graduates into the classroom with no insistence that they take part-time education courses. Connecticut has abolished the requirement for an education major for teachers, and simply requires students to specialize in the subjects they intend to teach. All this is very worrying to the NEA, which has been fighting a rearguard battle to preserve the shibboleth of the teaching degree. The fact that the teachers' union in New York has come out in support of the new policy has not helped matters.

The association has seized on the results of the Gallup poll, which it initiated and paid for, as evidence that parents are on its side. The poll, based on a telephone survey of 1,507 members of the public, shows that 66 per cent are in favour of teacher candidates being prepared both in their studies and in the classroom.

But New York's experience seems to tell a different story. At least as far as the hiring of "unqualified" teachers is concerned. It is heresy to suggest such a thing, but could a public opinion poll have got it wrong?

Comprehensives hot up as a political issue

WEST GERMANY

Paul Bendelow on the education row raised by election pledges

The move to comprehensive schooling, for years a marginal political issue, is becoming more and more central as the West German general election looms less than six months away.

The end of the summer holidays in the Saar region, which is ruled by the left-of-centre Social Democrats (SPD), saw six new comprehensive schools opened, and 26 schools from the old tripartite selective system – including one grammar – shut down.

These moves represent part of the SPD's speedy implementation of election pledges last year which gave them an overall majority in the Saar state parliament. The Christian Democrat and Free Democrat opposition parties have since then bombarded the Education Minister, Professor Dieter Breitenbach, with protests, accusing him of "irresponsible haste" which has "failed to regard parental wishes".

A Bill given its second reading in the Saar parliament during June established a legal status for comprehensives equal to that of the tripartites, prompting opposition charges of "turning education inside out".

The row has resounded beyond the Saar's boundaries to the capital, with the Christian Democrats in Bonn warring of a growing risk to education standards. Herr Anton Pfeiffer, parliamentary state secretary at the federal Education Ministry, accused the Social Democrats of wanting to replace the tripartite system entirely with comprehensives, which he claimed would mean that young people in SPD-governed states would be "less capable" than school-leavers in Bavaria or Baden-Württemberg. He said that schools policy was no longer a regional concern, heralding comprehensive schooling as a national issue in the run-up to the January general election.

The tenor of the Bonn ministry's response to events in the Saar has been echoed in other states. The Christian Democrat Education Minister in Lower Saxony, Herr Georg-Berndt Oschatz, said what was happening in

the Saar typified education policy being dominated by political ideology. Schools, he said, were "no longer there for the children but for party policies and electoral engineering". Oschatz predicted the disappearance of half the Saar's remaining *Hauptschulen* – secondary moderns – in the next two years.

While Professor Breitenbach's stated aim in the Saar region is "harmonious co-existence" between comprehensives and traditional schools, the left wing of the SPD would like a more far-reaching commitment to the comprehensive system.

Two recent cases in North Rhine-Westphalia focused attention on the division of opinion within the party. In Bonn, moves to open a second comprehensive failed when appeal courts upheld an earlier ruling that too few parents had applied to register children for the proposed new school. The number was one short of the 112-pupil minimum required by law, since applicants from outside the designated city limits were not included in the count.

In the second case, at Dormagen north of Cologne, 119 applications for a new comprehensive met with town council opposition.

As a result, the Social Democrat Education Minister in North Rhine-West, Herr Hans Schwieler, intervened to order the authorities to comply with parental wishes. Though fully consistent with his policy of defending parents' rights to choose whatever type of school they wish, the case fuelled opposition charges that the SPD aimed to destroy grammar schools throughout the Federal Republic.

Events in North Rhine-Westphalia are given special prominence not only because it is the most populous state, but because its head of government, Herr Johannes Rau, is the SPD's contender for the Chancellorship in the forthcoming general election.

On education issues, he has repeatedly backed Herr Schwieler's middle-of-the-road stance against the left wing. But as the general election approaches, the Christian Democrats and Free Democrats will take every opportunity to stir up the simmering conflict between the left and right of the SPD on issues such as comprehensive schooling.

Pulling together on adult learning

Sir - I was delighted to see that you had chosen to devote half a page to a subject which I believe to be central to the development of post-school education, and which has occupied much of my time for the last two years - educational guidance for adults (Gap in the Jigsaw, TES, July 25).

However, I was a little surprised to see that my unit's recent report *The Challenge of Change: Developing Educational Guidance for Adults* (UDACE 1986) was credited to the Universities Council for Adult and Continuing Education (UCACE) - a worthy body, with which we are on good terms - but not the authors of this report! Although the report has sold out we have now arranged a reprint, and I would be sorry if any potential readers failed to obtain a copy as a result of this mistake.

I was also a little puzzled at the suggestion that the proposed National Unit for Educational Guidance was intended to provide a forum at region-

al level. The main purpose of our proposed unit is a national one - to carry on the roles of consultancy, development and support which UDACE has been testing with some success through a series of projects in the last year.

At last we are beginning to recognise the importance of this issue. Even after 16 years working in post-school education it continues to astonish me that, while we devoted some £6,000,000 a year to post-school education and training we spend hardly any of it on helping people to find the right opportunity to meet their individual learning needs, whether the learning is for work, voluntary or domestic roles, or recreation.

We know that it is wasteful and absurd to try to teach everyone everything before they are out of their teens. We know that we need an adult population of confident and successful learners, capable of using all the education and training resources (pub-

lic, private and voluntary) of our society wisely and effectively, and yet we still have no reliable, accessible place where people can go to talk to someone about their learning needs, and to get impartial advice and assistance.

The best most of us can hope for is a few minutes advice from teachers, who are unlikely to have complete information about opportunities available outside their own institutions, are unlikely to have been trained to help adults to identify their learning needs, or to be familiar with the maze of financial support, child care, benefit regulations and so on, which can open or close doors for many adults. In these circumstances it is hardly surprising that many people believe education is not for them.

This is why we are so anxious to bring together all those with an interest in adults learning in local and national networks to improve the quality and availability of guidance to all adults. In

these networks the careers service will have a key role to play, and in some cases it may be the central role which David Peck and Roger Little propose. This is one of the options which we suggested, but there are others. What is urgent is that all the relevant agencies come together to share skills, knowledge and resources, and that central and local government prime the pump with the modest, but essential, funding without which we will founder in increasing disarray.

STEPHEN MCNAIR
Head
Unit for the Development
of Adult Continuing Education
19B De Montfort Street
Leicester

We apologise for the editing error which turned the Unit for the Development of Adult Continuing Education into the Universities Council for Adult and Continuing Education. - Editor.

Skilled counselling

Sir - I was pleased to read David Peck and Roger Little stressing the case for counselling and considered education for adults.

As one involved in the Options programme currently being piloted in Sheffield, I feel that this is a step in the right direction for the MSC.

Before being offered specialist training, adults are given a 10-day assessment module in small groups of 12-15, with individual counselling. The aim of the module is to guide them to a realistic appraisal of their skills and opportunities, and to provide information and skills to help them reach their objectives.

The University of Sheffield is co-operating with a wide range of local organizations in providing counselling and assessment in an attempt to fill the gap in the jigsaw identified by your correspondents.

RITA JOHNSTON
Lecturer in Continuing Vocational Education
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85 Wilkinson Street
Sheffield 10

Coventry deal bad news for senior staff

Sir - The "historic agreement" signed at Coventry on pay and conditions is of little benefit to the 6,500 senior teachers in the profession, as you imply (TES, August 1): indeed the unions and employers have conspired a package which effectively cuts out the post and acts as a demotion in career terms, while obtaining more blood and tears in a more demanding written contract.

If, as it appears, Scale 3 posts get the extra £750 and Scale 4 posts the extra £2,000, then there is no financial incentive to take on the responsibilities of a senior teacher, unless this is seen as another way of extracting goodwill. As is common in a number of schools, Scale 4 responsibilities are often subsumed by a senior teacher.

In my own case I have Scale 4 head of faculty responsibilities and am also the senior teacher in charge of curriculum development. I presume that, come January, I take the £16,500 for the Scale 4 post as a principal teacher and drop the extra curriculum development work, effectively being demoted by the pay deal.

I could, of course, continue my present senior post for free, but I did think that much of the industrial action has been about obtaining decent pay

for the work we do and removing the notion of unpaid goodwill.

While accepting that more money was needed at the lower end and the block on promotion from lower scales needed removing, I find it incredible that this "historic deal" fails to recognize the need to provide financial and career incentives at all levels and to encourage ambition, drive, commitment and enthusiasm. Certainly it cannot be said to reward those teachers who have striven to get to the top.

By adding a third tier of responsibility allowance of £1,000 to take the maximum to £17,500, the pay deal would only need to add on £6.5 million; a small price to pay in return for the tremendous amount of work that schools would benefit from. Otherwise the profession is likely to lose those middle-managers under 35 who have relied on this deal for a decent rise, who have followed their union line and can still make a career in jobs where merit, talent, ambition and hard, effective work are rewarded rather than frowned on.

GARY CAMBERS
39 Main Street
Broughton Ashley
Leicester

Nothing new

Sir - The slogan which accompanied the introduction of the "Do not enter the box until your exit is clear" road junction markings some 20 years ago was: "This tells all drivers to do what reasonable drivers have been doing for years".

The same applies to the Coventry Deal (did I read Coventry Agreement on page 1 of the TES, August 17). All teachers paid on the Main Professional Grade scale would be expected to do all that we sensible teachers have been doing for years.

So what is new? Nothing. I fear, except a cautionary reference to the "weighting at the bottom end" (did the writer intend a pun on the word "weighting"?). In other words, there are too many teachers to be paid a £700 (or thereabouts) lump sum in January 1987; monetary restrictions for lower paid teachers will inevitably exacerbate the rift between existing Scales 1 and 2, and the newly formed educational elite, the principal teacher.

After 22 years of teaching in state secondary schools, on all grades from Scales 1 to 4, I have learnt that internal promotion (or "rewarding good teachers" as it is now called) is rarely awarded on purely educational grounds.

These would be my recommendations: 1 Send the unions and the employers to Coventry - literally: the contractual obligations need to be as precise as the proposed new salary structure.

2 Consider rewarding teachers, as in other professions, on a less idealistic basis. I recently paid a solicitor £6 for witnessing my signature; while

Many misgivings

Sir - Congratulations on your editorial (TES August 1), which has restored some perspective to the Coventry agreement between unions and local authority employers.

As a headteacher I welcome the package for main grade teachers, which I believe gives the possibility of a reasonable base for the classroom teacher. However, I wonder whether sufficient questions were raised during the discussions, and if so, what answers and reassurances were given.

My major concerns are: 1 Will 65 per cent of all teachers be content to remain at the top of the main grade for most of their teaching careers?

2 What incentives, career development and financial, will be built into an appraisal system?

How will teachers be required to gain broader experience when they are restricted to a main grade?

Biased claim

Sir - Nicholas Walter's letter (TES, August 1) cannot be left unanswered. His attack on Muslim schools is based on biased ignorance.

The staff at the Islamia primary school (of which Yusuf Islam is the chairman of the governors) come from Egypt, the United States, Pakistan, England, Kenya, South Africa, Tunisia and Morocco; the pupils come from Saudi Arabia, Libya, Morocco, the United States, India, South Africa, Pakistan, England, Malaysia, Jamaica, Mauritius, and Egypt. Out of a staff of 10 and 85 pupils, is this "ethnic" or "racist"?

Last weekend saw the official opening of the Zakaria Muslim Girls' high school in Hatfield, West Yorkshire. In the state schools nearby 95 per cent or more of the pupils are Asian (as is the case in many other areas) so how exactly is this school segregating its children from other communities?

Incidentally, to claim that such schools are "sexist" is ridiculous because, as is the case with all single-sex

Short sighted

Sir - My wife and I are shortly to leave for China to teach English in a teachers' training college. We shall be working for Voluntary Service Overseas and paid a small, but adequate, living allowance.

I have been fortunate to secure early retirement after 31 years in teaching but my wife, who has taught for 10 years in a Bedfordshire school, has not been so lucky. She had either to resign her post with little chance of resuming her teaching when we return or to give up any idea of teaching overseas.

I was made quite clear to her that it was unreasonable to expect unpaid leave of absence for work which was obviously not perceived by the bureaucracy as directly relevant to the welfare of the county's children.

I raise this matter because it so clearly illustrates a dull and blinkered

Urdu status

Sir - I hope the general impression created by Julia Bagedom's article (TES, August 1) is not too negative.

I believe that the teaching of the mother tongue/community language is of the utmost importance. It links people with their community and their cultural heritage.

Responses to the learning of mother tongue/community language appear to be less than whole-hearted at the moment. This situation, however, can improve if:

● The status of the language and its use is raised in the school and in the surrounding society;

● The materials produced for the purpose of teaching these subjects are made more relevant and interesting;

● The pupils are introduced to the great fund of experience, art and literature that is available through these languages.

M NAZEER-UD-DIN
Centre for Multicultural Education
University of London
Institute of Education

Unit crisis

Sir - The import of Jack Mansell's letter about the current uncertainty over the future of the Further Education Unit (TES, July 18) is of great concern to college principals. They find the possibility of the work of the unit being subsumed into that of the National Council for Vocational Qualifications rather alarming.

While welcoming the formation of the NCVO as a significant step in the development of a coherent system of vocational education and training, college principals nevertheless see the new council as being largely led by the Manpower Services Commission. Consequently, with that organization's emphasis on short-term priorities rather than long-term educational aims, we see the absorption of the FEU by the NCVO as disadvantageous to the FE service.

This association believes that the continued existence of the FEU is of great importance to further education. Indeed, we said as much to Sir Keith Joseph last year when the unit faced a similar crisis - that time over funding levels. With colleges under continuing pressure to respond to the challenges posed by rapid technological advances and the increase in demand for adult training and retraining, we are convinced that it is essential to have a centrally-funded curriculum development organization to serve the needs of the FE service.

We have written to the Secretary of State to urge him to retain the FEU in the interests of developing a vocational education and training system that will help to meet the nation's future requirements.

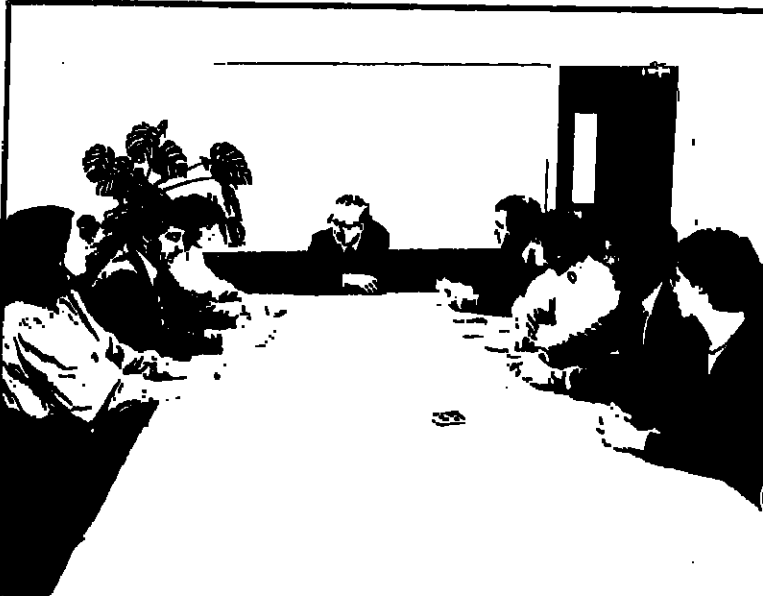
L K STREET
General Secretary
Association of Principals of Colleges
38 Highland Road
Nazeing
Waltham Abbey
Essex

Library re-think

Sir - As teacher librarian in a comprehensive school in Norwich, I was both delighted and depressed on reading John Waite's article (TES July 25) about how the school library can actively demonstrate its importance as a central resource in the context of GCSE: delighted because this area has been sadly neglected during the various phases of GCSE training; and depressed because it appears from the article that Mr Waite's school allocates him a sensible and realistic amount of time on his timetable for the effective running of the school library.

Norfolk central area teacher librarians have recently formed a "self-help" group at the suggestion, and with the support of the deputy area education officer; what has emerged immediately and very clearly from our meetings is that almost all of us are critically short of library time - the average allocation on the timetable is between two and four periods per week.

Only three of the 16 comprehensive



Governing right

Sir - I was interested to read your article "First catch your governor" (TES, July 25). It is good to hear that East Sussex is beginning to take training courses for governors seriously, even though it charges its trainees for the pleasure.

Although such courses may be innovative for East Sussex, it has a long way to go before it can blow its own trumpet with confidence. The Workers Educational Association in Leicestershire has run free local education authority sponsored courses for more than 1,000 school governors in the past four years and to my knowledge authorities such as the Inner London Education Authority and Sheffield Education Authority have also run such provision. It now appears that governor training is a feature in many I.E.A.s, but such provision is still an exception rather than the rule.

Bob Doe's article highlights the

deficiencies of governor training: the paucity sums devoted to it, the lack of suitable tutors, and the attitude of the I.E.A. and its headteachers to such training.

With increased powers and responsibilities being given to 300,000 or so school governors in the current Education Bill, there is a clear need for school governors in all areas to be able to receive free training from enthusiastic and committed trainers.

Our experience indicates that governors welcome training courses which are run by neutral, independent bodies such as the WEA or National Association of Governors and Managers. School governors will rightly feel sceptical about half-hearted, lukewarm I.E.A.-run schemes and may well steer clear of such provision.

T F MAHONEY
Tutor Organizer
Workers Educational Association
Vaughan College
St Nicholas Circle
Leicester

Unit crisis

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Grant divide

Sir - As a BED student studying mathematics I have just completed my penultimate year, leaving a fourth year of study "funded" on an ordinary, slender student grant yet to come. One of my school friends has this summer graduated from a BSc (physics) three-year course and has elected to return to study for a PGCE and thus will receive the £1,200 incentive on top of a local education authority grant.

While I appreciate that the shortfall of specialist teachers has inspired this incentive scheme, I wonder whether any thought has been spared for those of us on scientific courses resulting in a BED degree?

I chose my course as I believe that the increased opportunity for contact with schools and consideration of broader educational issues would facilitate professional development. However, throughout my studies I have become painfully aware that a BED apparently lacks status and this lack of differentiation between PGCE and BED students must surely make this situation more acute.



Specialist staff: unequal treatment

Surely our longer term commitment to the profession should be acknowledged rather than ignored in the haste to recruit more teachers? Or are we to be penalized for having recognized the value of greater importance than financial gain?

TAMSIN COXEN
Faculty of Education
Exeter University

Little hope

Sir - I have just finished reading the first full report of the recent talks in Coventry, and can find nothing to warrant the euphoria that greeted the results.

I am puzzled on many points but can only assume that the magical "heads of agreement" formula will tackle these issues in the near future.

Reconciling statements that appear to suggest a pay rise of substantial proportions and far greater prospects for teachers to achieve higher earnings, with the evidence that, for example, a deputy headteacher in any school up to Group 6 will earn less than £1,000 more than the maximum of an unpromoted teacher, makes me wonder what kind of person will be expected to apply for these posts.

It seems to me that a similar argument exists for headteachers. I currently earn an increment less than the maximum for Group 5 headteachers. This is very close to the proposed new maximum for main grade teachers. Surely then, if any sort of differential is to be maintained, I could expect to increase my earnings substantially and quickly. But no, I achieve my rise by September 1989. What will it be worth then? I calculate that this is a rise (on the maximum of my present scale) of less than 20 per cent over nearly three years. I cannot envisage this leading to an increase in the quantity or quality of candidates applying for these senior posts in primary schools.

One only has to read the expected duties for main grade teachers and heads to see that we are being sold short. The realistic expectations are that the future will hold severe problems for schools as the quality of their leadership falls, and the expectations of the public at large, politicians and industry, rise. It may be a truism, but there is no doubt in this that the country will get what it pays for.

I am surprised that David Hart, the general secretary of the National Association of Head Teachers, can think he represents heads if he welcomes a deal which makes a mockery of his many statements about the need to maintain and increase the differentials for headteachers. I can only assume that he has forgotten that the majority of his membership are headteachers below Group 7. If he thinks that this is a good deal for them, he must be badly out of touch.

Finally, I can see nothing in your report to suggest that there will be annual negotiations to increase all aspects of the pay proposal in line with an agreed figure for inflation. Is it realistic to expect parliament and the public to accept a rise in January of up to £750 per teacher as part of this package, and then to accept a further rise for cost of living/inflation in April? Of course it isn't. Unless there is a cast-iron formula in the final agreement to be applied every year, there will be no lasting peace in schools.

I am saddened that all the action, disruption and heartache have led to an agreement which cannot really be expected to give much in the way of long-term hope to the staff involved in education for the next 10 years.

I hope I am proved wrong.

Unfair pact

Sir - Why the abysmal treatment of senior teachers under the Coventry agreement?

The argument for a narrowing of differentials within the profession is not entirely without merit. What has no merit and certainly no fairness is a pact whereby the senior teacher emerges with far less than those on lower salary scales (a senior teacher at the top of the senior teacher salary scale stands to gain a maximum 7.6 per cent increase), but also less than those on higher salary scales.

As your leader (TES, August 1) pointed out, "unconscionably bad" treatment. Can anyone, through your columns, offer a rationale for this strange state of affairs?

DAVID LANCASTER
150 Bridgewater Road
Berkhamstead
Hertfordshire

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.



Structure fury

Sir - Regarding the recent agreement between representatives of teachers unions and local authorities on the new structure for teachers' salaries, may I express my anger, disbelief and disappointment in the way the principal teacher scale has been structured.

I find it incredible and perplexing that this upper scale constitutes only two steps; an increment of £750 above the top of the MPG and one of £2,000 above this maximum of £14,500.

As a senior teacher, I perform many of the duties performed by deputy heads in some schools and, as I see it, little recognition if any will be shown for this in the new structure.

Every press report I have read on the new structure expresses surprise at the paucity of increase which senior teachers will receive. For the majority of the profession there must be good news in the new deal and naturally this is most welcome, but for senior teachers two important questions must be answered:

Why was the poor deal for senior teachers allowed to stand?

What sort of fight, if any, did union representatives put up against this decision?

Suggestions have been made that the 6,500 senior teachers were a minority of well-contented and non-vociferous members of the profession and consequently little time need be spent on their case.

Well then, who are these so-called senior teachers? In many cases, they are very experienced members of the profession who prefer to show that expertise in the classroom rather than take on the wide variety of administrative tasks expected of deputy heads.

Though a large proportion of a senior teacher's job lies in the classroom, he or she nevertheless plays a key role in school management and is often called upon to organize daily classroom cover for absent colleagues, to timetable, to organize daily rotas, to provide staff and subject analyses for the I.E.A. and other duties, which in some schools are performed by deputies on half a teaching timetable.

I invite anyone involved in the recent negotiations to explain in detail the thinking behind the structure of the principal teacher scale. I presume that some consideration was given to the difficulties now presented to heads in deciding who of their Scale 3 teachers should receive an extra £750 and who of their Scale 4 teachers should receive an extra £750 instead of an extra £2,000. Surely someone suggested that this latter enormous gap should have been bridged by an intermediate "increment" of £1,500?

My second invitation is to fellow senior teachers who, I hope, will express their thoughts on the matter as vociferously and as soon as possible through as many avenues as possible. My guess is that few of the 6,500 senior teachers are now well-contented and this cannot be good news for schools or the profession.

For those in the profession who disagree with me, the good news is that senior teachers will soon be extinct!

MICHAEL WHITE
Wadhams House
Southrop
Nr Lechlade
Glos

ZZZ

(esp. prolonged interj - used as a visual representation of sleep or snoring esp. in cartoons (imit. of snoring)).

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TRAINING GOVERNORS

Cascade or little shower?

Graham Bond

Bob Doe recently (*TES*, July 24) highlighted some of the happenings in East Sussex regarding the training of school governors. As the one very much concerned over these matters, I would like to add some personal comments and recount a few of the developments which are both illuminating and significant.

Forty-one school governors have so far undergone a six-week training course, and enrolments for the third course are mounting daily, while a fourth course that I am directing is aimed at those parents who would like to become a governor but feel that they cannot take on this important work without some prior training.

At the commencement of these courses, and also through Eastbourne's unique Association of Governors, Parents and Head Teachers, all governors were asked which topics and areas to do with their role gave them most concern and upon which they would welcome receiving information and help.

The following were mentioned most frequently: interviewing staff and the way in which this process became so often the sole concern of an elitist group and was not shared - especially among parent governors; visiting the school and how to avoid a rapid "Cooks Tour" and the presentation of set pieces and situations within the classrooms; gaining real contact with the teachers and knowledge of the teachers' aspirations and problems untrammelled by the head; learning how to speak at governors' meetings and speak out without seeming to be criticizing the head, who so often assumes one of three postures - defensive, dismissive, or, worse still, patronizing.

Therefore, how best to question the head on policy issues within the school and have a fruitful and positive discussion.

Special educational provision under the 1981 Act caused a great deal of questioning and here ignorance on the part of heads and local authority staff was cited. Typical was the question: "Reviews should be done every 12 months, but this is not adhered to so how can the governing body ensure that they are when the head says he's been too busy?" Many questioned the attitude of long-term governors who viewed parent governors with suspicion and caution and very often as a necessary evil.

The power of veto of the I.e.a. was frequently felt to be morale-sapping to many governors, particularly those who were not I.e.a.-appointed. Should there not be a court of appeal against I.e.a. vetoes?

Better Schools stated that according to HM Inspectorate reports, a number of teachers are performing below the standard required to achieve the aims and objectives of the school. With teacher appraisal now on the agenda, should not appraisal of governors be also on the agenda? How can the responsibility of governors for the fabric of the school be carried out when there is insufficient funding by the I.e.a.s to maintain the fabric?

Many people are disqualified from becoming governors because of the special rules made by the I.e.a. This applies particularly in East Sussex and other authorities, which bar parents who are manual or ancillary workers in the school from serving or even supply teachers who are used infrequently. Should there not be a national ruling



on eligibility? In elections for governors, should there not be one vote per parent rather than one vote per family?

These and a host of other questions and issues have already been raised by course members.

And what, so far, are the various responses caused by the dissemination of information on these courses?

It seemed unbelievable, but was a fact, that several governors were told it was not possible (or in one case not even desirable) for them to be given copies of the school curriculum - and others were told they could borrow a copy for one night.

How such heads imagine that governors can discuss intelligently school matters and/or appoint staff without a working knowledge of the curriculum passes understanding. Similarly, those who asked if they could attend appointment interviews were told "Oh, that is a job for the chairman and experienced (long-serving) governors only."

Equally incredible was the fact that more than one governor was told not

to attend the school's PTA meetings. Furthermore, several parent governors were met with an uncompromising refusal this year when they suggested that a PTA Home & School Friends of the School Association be formed at their school.

Although, as reported, the county council enthusiastically applauded the Eastbourne College of Arts & Technology's initiative in setting up courses for governors, this is not really echoed by their scheme for cascade training now being set up. This scheme is not only an incestuous one but also the training is really at the mercy of the head and the chairman of governors.

While the outline prepared is obviously a reasonable one (since it is a combined-together piece built up from NAEF, NAGM, and Society of Education Officers material) with a huff of statistics added - this all may be interpreted or covered either fully or perfunctorily by those concerned.

Already one school head has managed to deal with curriculum in one training session in around eight minutes. The evaluation of the scheme is

also inbred because, although billed by the University of Sussex, it is being carried out by one of the I.e.a. seconded teachers at present in the university. It would appear therefore that not only do many heads have an extension of governors' knowledge and power but I.e.a. officers too are more than just cautious.

The people really concerned, the governors, have not been consulted about training, nor has any questioning of their needs been carried out. Those in the pilot project are arriving at their governors' meetings to be presented with packages and produce they often have not had the chance to read previous to the meeting. Therefore, they are unable to make comments or question the process, content or organization of the proposed training programme. It is appreciated that this chance will come later but perhaps too late to be effective in making changes?

The workload has been placed on the shoulders of headteachers and chairmen of governors without, as I can gather, the provision of extra secretarial hours nor the payment of fees. This must inevitably mean that heads will have to sacrifice their own teaching time in order to do this work, and already overstretched and overloaded secretaries will have to neglect other duties.

In view of heads' workloads and the traditionalist posture of many chairmen of governors the cascade training could well be minimal and restricted to slanted to the pattern of operations that have gone on in previous years. Except where there are really committed heads and chairmen, I see the training as lacking dynamic and as leading to real change, development and growth as outlined in the Lyle Report and the new Education Act.

Graham Bond was head of a primary school until recently and is now head of the Eastbourne College of Arts & Technology training course for school governors.

TWO CULTURES

The new Eastenders

Deborah Dawson

I am deputy head of a group 5 village primary school. We have a white-middle-class catchment area and it has troubled me for some time that this insular environment can so easily fail to prepare children for life in a multicultural community.

To help counteract this I contacted the Inner London Education Authority and was able to establish links with a school in Mile End, where whites are in the minority and there is a high proportion of Muslims. The two schools soon established penfriends and we learned about very different life styles, including things like arranged marriages.

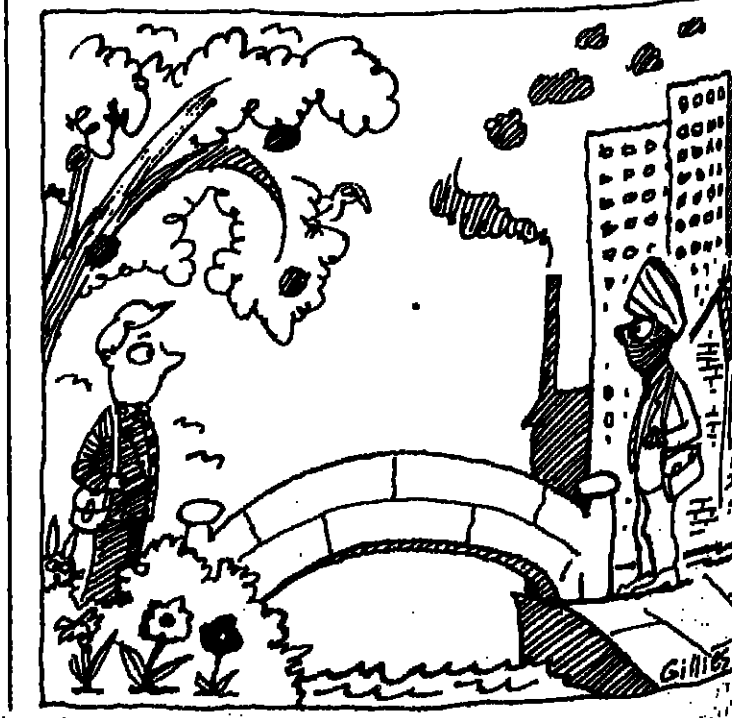
The highlight came when I took my children to visit the London school. We were taken around the mosque shortly after the Eid celebrations, and the cultural traditions were explained at first hand. A tour of the estate where the Muslims were living or squatting in large numbers showed a new side of

life to my children.

During the afternoon we were invited to the Chinese dragon dance and various types of Bengali, Indian, and Chinese food. We were given a ball and slide show by the head who has recently visited Bangladesh. The school band played for us and the children were able to make firm friends.

We have just had a return visit from the London school. We studied the ecosystem of a local pond and together we discovered a range of natural animal communities adapting to various environments. The 'Wid' Tyler wildlife park in Basildon provided another interesting link. In 1981 the men of Essex, led by Wat Tyler, met the king in Mile End, releasing peasants from serfdom. This has provided a good starting point for historical studies of the two communities.

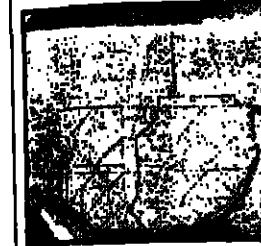
Deborah Dawson teaches at The Priory School, Bicknacre, Essex.



Judith Milner is tutor in educational welfare at Huddersfield Polytechnic and Eric Blyth is a senior lecturer in social work jointly appointed by the polytechnic and by Wakefield Social Services.

FEATURES

Let's hear it for the ziggurat



Judith Crosher puts in a plea for the ancient Mesopotamians

Who invented writing? Not the Chinese. Who laid down the first organized code of laws to govern their people? Not the Israelites nor even Hammurabi. Who composed the first great work of literature we possess? Not the Greeks. Who invented the self-supporting arch? Not the Romans. Who set up the first schools, invented mathematics and taught their students quadratic equations, and passed on to us their system of dividing the hour into 60 minutes?

The Sumerians, that's who. Arguably the most important and creative people I was never taught about in history lessons. And I doubt whether you were either. The question is, why not?

The list above is not exhaustive. Samuel Kramer, the great Sumerian scholar, claims 27 "firsts" for the Sumerians. By 3,000 BC these large-eyed, pot-bellied, shaven-headed people were living in cities between the Tigris and Euphrates rivers and sending their sons to school to train as architects, accountants, quantity surveyors and doctors.

They were culturally so far in advance of their neighbours that when they were invaded, gradually by nomadic Semites, more violently by the Assyrians, their invaders adopted their culture and shaped it to fit their own needs.

The Akkadian-speaking Hammurabi, for example, simply extended the law code Ur-Nammu had laid down in 2050 BC - with a notable change. Whereas Ur-Nammu had provided for money payments to the wronged party, Hammurabi introduced the much harsher *lex talionis*.

Ur-Nammu's laws, designed in his words so that "the widow did not fall prey to the powerful, the orphan to the wealthy, the man of one shekel to the man of sixty shekels", were more advanced in their attitude to women than those of the ancient Greeks or nineteenth-century Englishmen.

Divorce for example. A man who divorced his wife had to provide for her financially. A woman who came to detest her husband could, as long as she herself was guiltless, reclaim her dowry and return without stigma to her father's house. The Assyrians copied many of the Sumerians' laws, but not, regrettably, this one.

In religion, too, later people absorbed the Sumerians' myths and festivals, substituting their own gods. The Sumerians' Garden of Eden was called Dilmun, where the goddess Ninsu was created from Enki's rib. Like later people the Sumerians worked for six days and rested on the seventh.

It is the Sumerians' intellectual life that is really astonishing. By the middle of the third millennium they had invented writing and their system quickly became the universal script, used for a number of different languages. The first purpose-built school, with clay benches and sensibly high windows, is at the ancient city of Mari, on the Euphrates.

Because they wrote on clay tablets rather than ephemeral paper, thousands of workbooks have survived. These show all the stages of a boy's education from the first shaky letters to full length essays on "My Schooldays", from tables of square roots to calculations showing that they understood the theory of Pythagoras and the value of pi. All dating from at least 2,500 BC.

There is a mass of stories, poems, proverbs and the great *Epic of Gilgamesh*, which tells of the hero's quest to find and overcome death.

Their technology was staggering. With no wood, stone or metal of their own to speak of, they literally created their land by means of an intricate system of canals from the waterless desert between the two rivers. Their sophisticated city culture was created from mud bricks and the world-wide trade of wool, their only export. As the first people to evolve an urban way of life, they were the first to face and deal with problems that we have had to cope with ever since. A study of this aspect of the Sumerians alone would be rewarding.

They were casting superb bronzes by 2,500 BC, using the *cire perdue* (lost wax) method, were well in advance of the Egyptians in rivetting and surface finishing, were masters of gold and silver filigree.

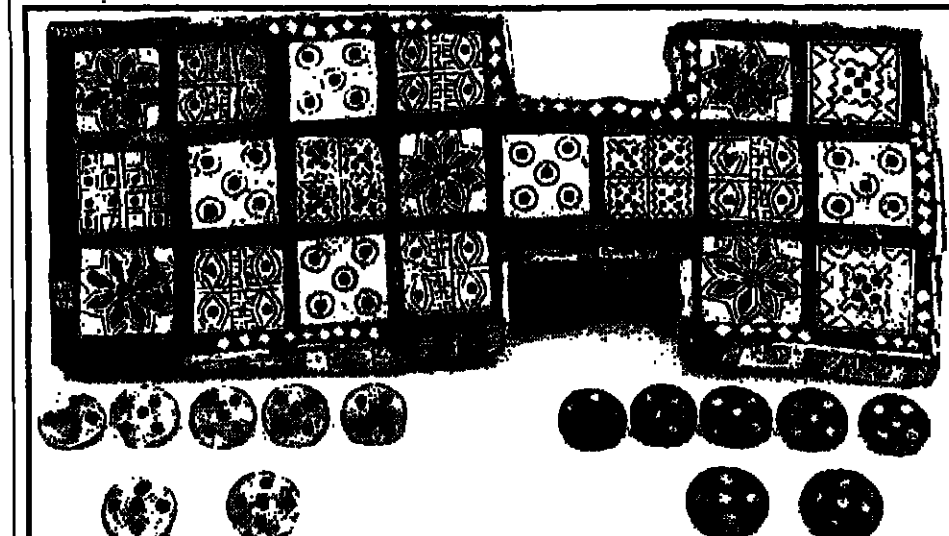
By that date they were using barrel-arching and

the self-supporting arch. The ziggurat at Ur demonstrates that they understood the principle of entasis, so admired in the Parthenon.

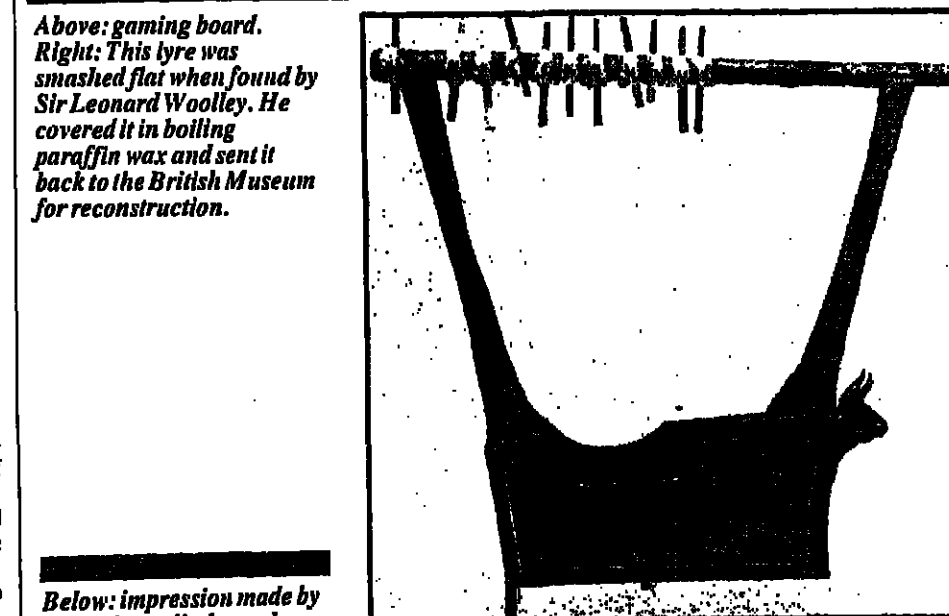
Why then are these people, whose contribution to western civilisation was so great, neglected? Ugarit is no more difficult on the tongue than Abu Simbel; Ur-Nammu is easier than Akhenaten.

Certainly they are not as immediately glamorous as the Egyptians. There are no gorgeous wall-paintings, fewer priceless golden artefacts. But there are enough. There are the harps, gaming boards and jewels from the Royal Cemetery, the numerous statues and seals, the exquisite Standard of Ur, the photographs of excavations made by Leonard Woolley. There are, above all, the priceless tablets, detailing the lives and preoccupations of these fascinating people.

The Sumerians seem to be victims of Catch 22: People aren't taught about them, therefore when their time comes, they do not teach about them. The Sumerians figure in none of the current series of books for children on ancient peoples. Publishers aren't interested because they do not appear on school syllabi. And so there are no beautifully-illustrated books to catch the imaginations of children and teachers. It is not easy to see the way out of this impasse, but it is a pity.



Above: gaming board. Right: This tyre was smashed flat when found by Sir Leonard Woolley. He covered it in boiling paraffin wax and sent it back to the British Museum for reconstruction.



Below: impression made by Sumerian cylinder seal.



Above left: clay tablet bearing geometry problems circa 1800 BC. Above right: The ziggurat at Ur photographed by Woolley in 1923.

Below: the 'standard of Ur' showing Sumerians at war (top) and at peace (bottom) in cornelian, lapis lazuli and shell set in bitumen, circa 2600 BC.



AIDS

Crying over spilt blood

Judith Milner & Eric Blyth

The anxiety of some teachers over the risk of AIDS infection from haemophilic pupils led the Department of Education and Science to issue an explanatory booklet for schools. Many local authorities have also supplied teachers with detailed guidelines about the management of potentially infective

pupils. But this has done little to allay the fears of teachers who feel that the DES fails to recognize the complexities of the issue.

Alarmist media messages are reinforcing teachers' worries already heightened by the reluctance, and sometimes the downright refusal, of medical services to inform schools if their haemophilic pupils are positive on the AIDS antibody test.

The *Sunday Mirror* ran an article on June 29 which accused the Government of a deliberate cover-up about both the extent of the disease and the ways in which it can be caught.

The result seems to be that some haemophilic pupils are being discriminated against regardless of whether they carry the AIDS antibody or not.

There seems to be much misunderstanding of the known facts about AIDS and an overexpectation about the antibody test. AIDS is a new illness which is not well understood and which is still developing. It is the unusual effect of infection with a virus labelled LAV in Europe, which is identical to the HTLV-III virus, originally isolated in America although all cases can be traced back to Central Africa.

In most cases, HTLV-III/LAV infected individuals have no symptoms or suffer only minor illnesses. As it is transmitted by infected body fluids, the main people at risk are homosexuals and bisexuals who practice anal intercourse. The rectum is much more easily damaged and therefore infected than the vagina.

Also seriously at risk, and increasing in number of actual cases, are drug misusers who share contaminated needles. Infected women are likely to transmit the virus to their infants and there is an estimated increase in this group.

The virus can also be transmitted via blood transfusions but at February 1985 there had been no cases of infected blood transfusion recipients and haemophilics only accounted for 2 per cent of all known cases. There should be no increase in the extremely small number of infected haemophilics in schools because blood products

are now tested prior to transfusion.

There is no evidence that haemophilic children pass the infection on to others. No parents on other carriers have contracted the illness and even in the nursing of patients with full-blown AIDS, there has only been one accidental transmission of the virus (which does not necessarily result in AIDS) via a needle. In one hospital in the United States 85 staff caring for AIDS patients sustained 33 needle stick injuries but none became positive on the AIDS antibody test over three years.

The antibody test results are difficult to interpret as there are a number of false negative results and positive results do not necessarily mean that the person currently harbours the virus or that the person is infectious.

So, very few haemophilics are infectious, when they are they do not seem to pass the infection on, and testing them for antibodies will not clarify their status particularly. In fact, the average teacher is probably more at risk of infection from a bisexual colleague or drug misusing pupil than from a haemophilic.

Not only is discriminating against haemophilic pupils unfair, it is arguably dangerous as other AIDS antibody carriers may well conceal their possible risk status when they see that they too are likely to be treated as lepers.

If pupils spill potentially contaminated body fluids in the classroom, then teachers should simply reach for a bottle of household bleach and use disposable cloths. If they are scratched, they should let the wound bleed and then wash it. If they have cuts or abrasions themselves, they should cover themselves thoroughly. If all this just sounds like sensible hygiene, it is, and teachers should be practising it already. Not only will it safeguard them but it will set a good example to pupils.

Teachers should also be incorporating the facts about AIDS into their health education teaching. Convincing secondary school pupils of the dangers of sharing needles in drug misuse, tattooing, and ear-piercing will have more impact on the ultimate reduction of AIDS cases than will the exclusion of haemophilic pupils from school.

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Harmony holidays



Carmel McQuaid reports on efforts to heal the sectarian divide in Ulster through holiday schemes for children



Photographs: Honey Salvadori/Allen McCullough

Children's Community Holidays provide eight to eleven year olds with ten days at the seaside or in the country, away from the pressures of the cities.



In Northern Ireland throughout the summer equal numbers of Protestant and Catholic boys and girls, aged from 7 to 17, depart each week on group holidays specially tailored to overcome fear, ignorance and misunderstanding.

Some will go abroad, to spend six weeks with families in America. Others will have a shorter stay in homes in Holland, Scotland and Wales, meeting every day for joint activities. But most of the 2,000-odd involved will live it up on local territory, at scenic centres by the sea, supervised and entertained by a contingent of leaders trained specifically for the venture, and mixed by religion in a similar ratio.

Though it is a community relations exercise supported and organized by charities and subsidized by the Department of Education to the tune of £160,000, the programme operates in the belief that harmonious holidays develop best if sectarian divisions are ignored.

The children are mainly recruited from the socially disadvantaged and the main effort goes into making sure they have a super time.

The scheme has grown steadily over 15 years. Follow-up exercises enable new cross-community friendships to be sustained during the winter months through weekend breaks or group activities nearer home. "We are keen that this contact with those from whom they are educationally segregated should be part of an on-going programme, rather than an isolated experience," said Donald Davidson of the Northern Ireland Department of Education.

The most glamorous scheme, Children's Project Northern Ireland, takes 200 children, equal numbers of Protestants and Catholics aged between 12 and 16, to America, where, staying with separate families who have children of the same age, they sample the American way of life. Supported by organizations in New York, Houston, Philadelphia and Chicago, it draws on a fund started four years ago at Downer's Grove, Chicago, which donates an annual quarter of a million dollars for air fares and subsidizes a full-blown support programme back home. Its largesse has also extended to a spacious holiday headquarters at Ballycastle, Co Antrim, three minibuses, and salaries for two full-time organizers.

The children are nominated by teachers and community workers. Most of them come from the ghettos of Belfast and Londonderry, belonging to single-parent families or have fathers who have been in prison.

Initial introductions take place at pre-holiday group meetings, where many show reluctance to mix with the other side. But once in Chicago, being fussed over by their hosts, they come together easily almost every day, camping amicably at weekends and going off in a group for longer stretches without the slightest reservation. Efforts to break up all-Catholic or all-Protestant coterie are rarely called for.

"We are in business solely for reconciliation and the children are together so much in Carolina they get to know one another better than if they lived next door," organizer Gary Rocks explains. "By mixing them as much as possible we let them form friendships at their own pace and work the

issues out for themselves as they become aware of their different backgrounds."

This six-week American stay, however, is merely the bait to lure children into an all-year-round community exercise which seeks to strengthen these friendships. Back at their base, Ballycastle, a team of youth workers pulls out all the stops to prevent barriers building up again, criss-crossing mutually hostile areas in their day of minibuses each evening to pick up some of the 400 kids now involved and drive them off to further shared fun at local leisure centres, or neutral territory. Then, come the next summer, there are week-long holidays in Ballycastle, groups of 20, where the camaraderie cultivated in America is renewed.

The 65 per cent who, often in face of parental disapproval, stick with the club is a source of immense satisfaction to the organizers. "They're not required to stay with the programme, it's the worst wintry weather we get them standing the street corners in sleet and rain, waiting for the minibuses and more contact with the other side," Gary Rocks states. But the infallible inducement to this steady turn-out, he adds, is the second American trip warranted to those who register three years' regular club attendance. Many of the 90 who have already made two trips are now committed indefinitely to the project as monitors.

By contrast, Children's Community Holidays concentrates on 10-day holidays at local scenic centres like Fivemiletown, Portlough, Antrim, and Carrington in Donegal, catering separately for age groups 8 to 11, 12 to 14, and 14 to 15. This year, for the first time, it has a bigger enrolment than Colony Holidays in England, which 15 years ago was its initial inspiration.

Colony Holidays is the largest and the only project not geared to the deprived child. And yet among its 850 bookings are 200 sponsored by social services. Fees cost £70 but a £15 payment can be augmented from funds raised in England.

Here, too, the stress is on happy families rather than overt reconciliation. Ten holiday days spent with friends of different backgrounds - swimming, exploring the locality, making things to take home - are seen as an ideal antidote to the resentment shown initially to those from the enemy camp. They are even encouraged to learn about each other during activities. "The best testimony to our success are those who keep coming back," says Sara Youer, the co-ordinator. "The letters we receive each year are incredible."

Harmony Holiday Trust uses only one centre, its own large premises, with 16 acres of farmland, at Strangford, Co Down. Here a succession of groups, 15 Catholics and 15 Protestants in each, aged between 7 and 14, are entertained by 15 adults.

Their location in the heart of Northern Ireland is essential reconciliation strategy. "It's a very dangerous lesson to teach children that they have to be taken away from Northern Ireland to get on. They can get the notion that the Province is a place of conflict where it's not natural to agree," said the co-ordinator, David Bloomfield. "We have the occasional argument about some sectarian issue but it's never a major problem. We hope the kids who come here learn by example

rather than by direct teaching."

Every effort is made to foster a community tie - mostly through the shared activities entailed in running the house. "The co-operation creates a bond between members which transcends Protestant-Catholic divisions," David Bloomfield explains. Swimming, camping, pony-trekking and visits to the farm's goats and donkeys occupy the hours in between.

Occasional weekend reunions, as well as fortnightly functions laid on by two Belfast-based community workers, enable friendships to continue after the holiday, which is financed from parents' contributions, the Department of Education and the Trust's own fund-raising efforts. "The 80 per cent turn-out at these functions, year after year, is enough to convince us we're on the right road," David Bloomfield says.

Similar *esprit de corps* is nurtured by the Northern Ireland Children's Holiday Scheme, who also see sharing dormitories, eating, sleeping and working together under one roof as the best way to dissolve barriers. "Housework can be a great equalizer where everyone is dependent on everyone else pulling their weight," according to the organizer, Joe Hinds.

This scheme makes a point of recruiting specifically from adjacent, mutually-hostile Belfast areas, like the Protestant Alliance Avenue and the Catholic Ardoyne, the Protestant Tigers Bay and the Catholic New Lodge, so that contact can afterwards continue informally. Precedence is also given to those whose parents are unemployed or dependent on state benefits, catering for 50 in Donegal, 30 at Dundrum, Co Down, and 20 near Lurgan, in the Lough Neagh area. Bills are met with £25,000 raised annually in England and £10,000 from the Department of Education.

Plans are afoot to introduce certain American prejudice-reduction techniques in place of the traditional subtle approach. "We would like to give the natural process an extra push," says Joe Hinds. "Children could ask questions and talk about fears, loyalties and expectations. But this will require a new training structure."

Holiday Projects West, the only one to get grant aid from the local education board, places four groups in homes in Holland, six with families in Scotland and Wales, who all meet daily for activities. But most of the 500 are accommodated in seaside towns in Co Down. At one centre, Killybegs, they live under canvas for two weeks, making their own latrines and cooking their meals - accompanied by volunteers drawn from their own home areas.

After 15 years, however, questions are beginning to be asked about the community relations efficacy of these projects "softly, softly" reconciliation policy. Recent research by Queen's University psychologists Karen Trew and Liz McWhirter concludes that there is need for a more "explicit reconciliation ambience", stressing that "short term friendships cannot, by themselves, bridge the gap between 'them and us'".

At the same time, workshops last year which openly confronted divisive religious and political issues highlighted a need for caution. Conducted by local leaders, along with Jews and Christian Arabs from an Israeli reconciliation centre, they showed that while some participants became more reconciled, others grew more prejudiced in their attitudes. "Direct confrontation should not always be viewed as the best strategy. Open discussion may reinforce negative views of the other side," the researchers warn.

Perhaps the arrivals and departures of the coming weeks are placed in their most fruitful context in a chapter by Dr Karen Trew in a forthcoming book, *Contact and Conflict in Inter-group Encounters*, when she writes: "... there may be benefits from promoting interdenominational contact. Social isolation does not only lead to ignorance about the other group; it can also result in the groups developing increasingly diverse values. Research in one of the tightly-knit sectarian enclaves within Belfast provides a clear example of how selective perception of events are endorsed and ratified in communities in which divergent views are not represented. In these circumstances, violence can become condoned and legitimized if it is identified with the defence of the communities' political aspirations. Opportunities for reconciliation are reduced as the interpretations of events by Protestant and Catholic communities increasingly diverge. Without the relationships which interweave between, as well as within, the Protestant and Catholic communities, the gap between these groups might have been so wide that it would have been impossible to begin bridge-building activities."

The prize curriculum

Paul Griffin recalls an era when much greater importance was attached to schooling and service

Sixty years ago there was something of a fermentation of theory about what children should be taught at school; ordinary children, that is, at ordinary schools. So great was the interest that *The Daily Mail* announced a competition to produce a curriculum for girls, with a large sum in prizes. It was judged by two very eminent men from the educational world, the master of an Oxford college and the vice-chancellor of Durham University.

It takes an effort of imagination for us to understand an age in which a popular daily paper could behave like this; especially since it was unassisted by actresses, pop stars, psychologists, or naked ladies. The interests of even those who read the more intellectual papers have changed since then. Standing among what many regard as the smoking ruins of our educational system, people have little idea of what substances, if any, children are being taught at school. Their attention is caught by absenteeism, discipline, and general attitudes; whether or not trigonometry, hydroponics, or the history of the Hitlites is included is a matter for experts.

Yet, obviously, in 1925, the content of a curriculum was believed by the *Daily Mail* to be a matter of general interest. It seems to me very healthy that that should be so; particularly as I see in the winning entry as impressive idealism and conviction that we have since lost.

The winner was Helen Dobson, a girl in her mid-thirties, a degraded, trained, and experienced teacher who had fallen for the charms of a young curate and was busy bringing up three children in a Derbyshire mining parish. She won £500, a large sum, which in those days would have bought her a house.

The curriculum was for ages nine to fourteen, up to the then current school leaving age. Her object was stated as follows:

"The country is in need of active and alert servants in every department and above all in the home. It is desired to fit girls for enlightened participation in the secular and noble duties of women."

I hear rumblings of unease. But wait. Are you sure you have understood the word "servant"? Helen Dobson was not speaking primarily of domestic servants, though they would be included with herself and all women as servants of their country. Nor was she saying that women are the servants of men, though clearly she regarded their work in the home as of prime importance.

How then is she going to achieve this? By a

common curriculum for three years, then a split, enshrined in the Butler Act twenty years later, between the more intelligent children and the rest. The rest are to be prepared for work in the skilled trades and crafts.

"They may do excellent practical work and will be more useful to the society at whose expense they are educated if they are taught to make the best use of their powers."

For girls of every level of intelligence the work is surprisingly practical. They are to be taught how to read newspapers and magazines, how to pay wages, run bank accounts, understand pipes, tapes, chimneys, carpets, ailments, rates, post offices, and businesses, and even how to emigrate. There is practice with crochets, laundries, and kitchens; dressmaking, as well as weaving, leather work, and drawing.

In the academic subjects, we are struck by change in three main ways: there is only rudimentary maths and science, there is an extensive programme of English literature, and there are three subjects now approached in modern curricula in a different way. These last are history, geography, and religious knowledge, which tend now to be called something like humanities or environmental studies.

History is partly the subject wonderfully satirised in *1066 and All That*: Boadicea, Harold, Robin Hood, Cromwell, Nelson, Livingstone; but there is also something very like today's concentration on social and economic development - an explanation of communities, manors, guilds, councils, the police, the courts, the army, and representative parliaments. While there is no talk of projects or outings, the girls are clearly meant to find and record examples of buildings, villages, crafts, and customs out of a well-stocked school library.

Geography is about climates, exploration, how to read maps, where and how food is grown, and local matters of interest, which it is suggested should be exchanged with schools in other areas.

Religious knowledge is largely knowledge of the Bible, a book not very popular in our schools since the sixties.

An age before television, helicopters, and the pill is satisfied by the very simplest practical arithmetic and a little nature study. The passion and ideals go into the teaching of English, which is like a lost beautiful country. When Helen Dobson's granddaughter studied for the Bachelor of Education degree in English in the late sixties, the University of Sussex required her to read nothing written before 1900. Yet her young grandmother, 40 years before, had wanted *A Midsummer Night's Dream* read and acted by every eleven-year-old girl.

"The play should be thoroughly well known; explanations are of minor importance."

Do I hear a chorus of disapproval? Yet these are girls who have read *Hawthorne*, *Rose Fyleman*, *Eleanor Farjeon*, have written and acted little plays from Hans Andersen's stories, and have

sung medieval ballads, since they were nine; who, at ten, coped with Malory and Greek myths, and dramatized, dramatized, all the stories they could. Does not the heart leap at the pride and fire of this young teacher, determined to overcome obstacles and communicate enthusiasm?

I do not believe all this was mere theory; nor did those well-qualified judges. I have heard the high opinion of one of Helen Dobson's very earliest pupils, one of the best-educated men imaginable and himself a teacher of distinction. A class of children without our post-War suppositions, determined to learn as much as they could from a teacher they were prepared to respect, would thrive on such fare.

Of course, a curriculum today needs to be very different. Resources change; so does cultural content. Children need to know about scientific advances; also it would be ridiculous not to use some of them as aids in the classroom. We have modern writers whom it would be a pity to neglect. But even if that sort of curriculum were brought up to date in those ways, it would still be prevented from working by the changes in our society. We have become self-centred, hypercritical, slaves to equality.

Helen Dobson wanted to produce girls who could serve their country. Who could imagine such a basis for a curriculum today? She imagined that most of her girls would need to cook, nurse, sew, make dresses, keep house, and read. These needs still exist, and are taught; but the eyes of today's girls are on careers, and the careers leak back into the curriculum until every girl regards herself as a specialist instrument with a right to be apathetic about what "I'm not going to do".

Helen Dobson was my mother-in-law. She lived into the eighties, and was in no way opposed to careers for girls. She and her sister, a company secretary, both had them, and may well have regarded themselves in their youth as feminists; but I never heard her speak approvingly of today's feminism. Indeed I think she blamed confused versions of feminism and social democracy for much of what went wrong with education in post-War Britain. The unspoken assumption "If I am of any use, I am being exploited", caught from immature teachers, may well have done much to reduce the likelihood of girls being able to serve their families, their employers, and their country.

She herself went back to full-time teaching when her husband moved to an incumbency in Suffolk, and for years ran the little school at the rectory gates. Generations of children remember her with respect, and some fear. Sainly, physically frail, yet mentally tough, she retired after the war and died at 93, in 1984.

She had done her best, but society had moved inexorably away from what she stood for. You could no longer win a big prize in the popular press for telling ordinary people what their children needed to learn; if that, is, they were to be good British citizens.



Cookery instruction at the LCC's Elham Hill Secondary School for Girls, 1927. The winner of the "Daily Mail" curriculum prize in 1925 wanted to produce girls who could serve their country, as well as their families.

Review

Neighbours and strangers

B K Lambkin on a study of Ulster society

Prejudice and Tolerance in Ulster. By Rosemary Harris. Manchester University Press £8.50.

A visiting journalist once intimated that the thought of having to bring up children in Northern Ireland was unbearable. Not a comment designed to offend the English to parents who do. There does seem to be an incomprehension abroad of people in Northern Ireland who could leave but choose to stay and help raise the next generation. Anyone interested in why they stay should be glad of this re-issue of Rosemary Harris's acclaimed book first published in 1972.

Dr Harris, an anthropologist, went to Northern Ireland long before it became the fashion. In 1952-3 she spent ten consecutive months in a border community in the west which she calls Ballybeg, and she maintained periodic contact with the area until she left N Ireland in 1965. The result is an absorbing book of thorough and compassionate scholarship. As the sub-title suggests - a study of neighbours and 'strangers' in a border community - the book's central concern is the apparent paradox of intermingling but separated populations. She met Protestants who seemed genuinely to think that under normal conditions Catholics made the best of neighbours and Catholics who were as convinced of the same thing about Protestants. Their closeness was expressed when each described the 'treachery' they feared from the other.

It may be counted an extraordinary thing that she noted compensations to living in N Ireland, compensations not evident to the casual visitor. In spite of the violence, the fundamental split in the community results in 'a general intensification of social life'. The individual is given an unusual degree of importance precisely because each side is concerned to keep up its strength and identity. Ties between members of one group are stronger than they would be if no split existed. Adults' attitudes to children and adolescents are coloured by the realization that it is on them that they must count for the fulfilment of their political hopes. Bridges are built between the generations and adolescents given a sense of importance which they might otherwise lack.

The older generation may still be busily engaged in passing on its prejudices to the next, but Dr Harris has identified a strength in Northern Irish society in which there may be hope for the future. Schools are one measure of the social split. In the early Fifties, as now, almost all schooling in Ballybeg was sectarian, but some Protestant children did go to a Catholic school. They were children of the poorer hill area where Catholics were in a majority, and in the days before school buses were thought of it was felt unreasonable to expect them to attend the Protestant school in Ballybeg since this would have meant a walk of over four miles each way.

Dr Harris reports that the usual gangs in this school were recruited on a sectarian basis. One

informant, talking about Catholics, told her 'I know what they're taught - I went to a Catholic school. Not that the teachers weren't more than nice to us, but we boys used to fight and then they used to call us, well, illegitimate [Fred was always very careful of his language when talking to me], because our parents hadn't been properly married because they hadn't been married in a Catholic Church'.

Nevertheless, the author concluded that years in the same class and general school contacts undoubtedly gave the Protestant children involved an ease of relationship with the Catholics of their district and sometimes long-standing friendships that were especially important in the case of girls, who as women would have so few occasions on their farms for coming into contact with each other. Herein lies hope for Lagan College and the other newly-founded integrated schools in Belfast.

The final chapter examines a theme taken up by others since: comparison of the Ulster experience with other societies marked by racial or ethnic divisions. Dr Harris has instructive things to say about the failure of the reforming Terence O'Neill and the simplicity of some of the leaders of the Civil Rights leaders. She warns convincingly that any real understanding of a socially divided society depends not only on the analysis of the political and economic structure at the top but also on an examination of the society at the grass roots level.

Although a Protestant herself, Rosemary Har-

ris was up against the Ulster Protestant stereotype of the Englishman which, she says, 'reflected almost every detail the Englishman's worst stereotype of the Prussian'. One Protestant informant still remembered with a sense of outrage the activities of the British security forces, the Black and Tans, against his Catholic neighbours after 1916, and she thought that the Nationalist movement was the fault of the English, not of the Ulster Protestants. That she had been accepted by the Protestant community was made clear one day by the high compliance paid to her by another informant: 'No one would even think you were English'.

But it is probably for its descriptions of the people of Ballybeg themselves that this book will be best valued in years to come. It stands in a tradition going back to the men who wrote the Ordnance Survey Memoirs of Ireland in the 1830s, which are currently being put onto computer for public access in the Institute of Irish Studies, Belfast. She has recorded her observations in fine detail: she discriminates, for instance, as the Memoir writers do not, between inhabitants, Catholic and Protestant, who showed only before visiting town on Saturday nights and the more well-to-do who never went a day without a shave.

The grandchildren of her informants are today's young parents. For them, still neighbours and strangers, and for uncomprehending outsiders, this book may help more than a little on the way forward.

Perchance to dream

by Ronald Hayman

Theatre of Sleep: An Anthology of Literary Dreams. Edited by Guido Almansi and Claude Béguin. Picador £10.95, 0 330 28947 0.

In the autumn of 1911 Franz Kafka was suffering from insomnia. He would lie in bed, feeling that he was being kept awake by dreams which were already sending out rays into his wakefulness. Or, half asleep, he would think that he was lying alongside himself, struggling against the dreams. When he did manage to sleep, he would wake up exhausted, with a sense of being surrounded by dreams it seemed were not to think about. If he wrote about them later, the process would revive memories mixed with fantasies. One of the dreams was that he had a young cousin who was half blind. One of her eyes receded; the other was bulbous and milky-grey. Since the receding eye needed a lens close to it, her cheek had been pierced and a lever attached to her cheekbone, while another little wire rod, which came out of her cheek, went back over her ear.

A few weeks later he dreamed about an Englishman whose clothes covered not only his body but his face, with slits in the material for eyes and mouth. About a year later, anxious and angry about a protracted silence from his fiancée, Kafka dreamed that a postman was bringing two registered letters from her, one in each hand, his arms moving like piston rods in perfect precision. This was the night that Kafka had the idea for his story 'Metamorphosis', which starts: 'As Gregor Samsa woke up one morning out of uneasy dreams, he found that he had been transformed in his bed into a giant insect.' Combining the non-human with the human, all three dreams probably contributed to the story.

Henry James's 1908 story 'The Jolly Corner' also has its roots in a dream, but the connection was no less complex. The seminal idea is about scaring a ghost more than the ghost can scare him. In a nightmare which had featured a parquet floor recalled from a boyhood visit to the Louvre, James had seen a 'dimly described figure' which had run away, though only moments earlier he had been trying to hold the door shut against it.

Both writers have transformed perishable dream material into literature, but were these

literary dreams? Is there any such thing as a literary dream? According to Freud, the two main factors governing the formation of dreams are condensation and displacement. Condensation transcribes notions, facts, memories into another mode of expression, more visual, less rational, more lacunae; displacement results from the manoeuvrings necessary to evade censorship if repressed material is to be admitted into the dream. He compares displacement with a retreat from the central point and with inversion of emphasis or value.

It follows that the dream we experience cannot be reproduced accurately in any other form. Even if we wake up with the unpleasant feeling that nightmare images are still clinging to the retina and dreamed words are still resounding in our ears, we are already forgetting, selecting, simplifying, distorting. If it seems to us that the narrative of dreams follows a linear progression similar to that of the film, the comparison depends on our memory of the dream. The basic problem is that even techniques for measuring eye movements during sleep give us little idea of how widely our memories of the dream diverge from the dream itself.

One of the lowest common multiples between dreams and literature is that both involve us in attempts to sort out confusion or at least to reconcile ourselves with it. But there are two kinds of effort involved, just as there are two kinds of confusion, while these are merely compounded by an anthology like *Theatre of Sleep*, which uses the term 'literary dream' as if it had a clear-cut meaning and jumbles the attempts of novelists to fabricate dreams for their characters with attempts to record dreams accurately and with analytical statements about dreaming.

The anthologists, Guido Almansi and his wife Claude Béguin, are consistent in their hostility to Freud but in little else. They provide a general introduction, an introduction to each of the four sections and an introductory note to each entry. The general introduction is designed to disarm criticism with a series of mock-modest disclaimers. 'One should never say anything about dreams. It is a subject on which nobody knows anything... Experience has taught us the virtue of silence where dreams are concerned; and we shall, as usual, ignore this lesson.' They contend that all theories about dreaming are equally based



Max Ernst: a collage from *Une semaine de bonté*, 1934.

on guesswork, and since none is scientifically verifiable, none is preferable to the others except on literary or aesthetic grounds. If *The Interpretation of Dreams* is a better book than *Les Rêves et les moyens de les contrôler*, it is because Freud is a better writer than Hervey Saint Denis. Freud considered his book on dreaming to be his most important work, but for the Almans its superiority to that of the 19th century Frenchman is only 'from a poetic and imaginative point of view'. Our motives for choosing one theory rather than another must be literary, aesthetic or 'hedonistic'. Immediately afterwards, though, they describe David Foukes's *A Grammar of Dreams* as 'one of the most authoritative texts of contemporary onirology'.

Four categories are proposed for the 'literary dreams' in the book - instinctive, realistic, symbolic and fantastic. 'The division we are offering here because of anthological conventions, editorial simplicity and facility of reading is: not only arbitrary; it is an avowed fake we have adopted with all the honest dishonesty of cultural operators who are aware of the compromises by any sort of intellectual activity... We are well aware that every dream participates to some extent in all those four fictitious categories. Perhaps some readers will find this charming and ingenious.

The introductory notes are sometimes inaccurate - it was not Sartre but Cocteau who discovered Genet and launched him as a writer. My advice to readers would be to skip all the editorial matter and dip at random into the 'literary dreams'. There is nothing by Kafka, Henry James or Eugene Ionesco but there are some excellent passages by Baudelaire, Friedrich Schlegel, Proust, Schnitzler, Borges, Genet, and P. Huch, Eckermann, who records a dream about swiping bodies with a man who is younger and more athletic.

Woman as Other

Feminism in France from May 68 to Mitterrand. By Claire Duchesne. Routledge & Kegan Paul £6.95.

The difference between English and French feminism is that French feminism has profited from a nourishing philosophical tradition, whereas the Anglo-Saxon variety has not. Duchesne's study shows how the influence of Foucault, Barthes, Derrida and Lacan has acted as a seedbed for emerging feminist ideologies. She offers a detailed crash course on Lacan's conception of Woman as Other, of his 'deconstruction' of Man and his 'deconstruction' of the accepted phallic discourse.

Lacan's famous comment that 'woman does not exist' reflects the fact that in patriarchal structures woman is object rather than subject. Derrida's role as primary theoretician for feminism challenges the Judeo-Christian system of thought, and exposes the West's obsession with binary oppositions - Man/Woman, Culture/Nature, Good/Evil. Derrida is here deconstructing the whole of man-made Western culture.

'Derrida's work has been instrumental in feminist formulations of a quest for a feminine principle that upsets and unsettles the order installed by metaphysics', says Duchesne. But there is a danger here: Duchesne gives the impression that French feminism has become so focused on philosophical discourse and an almost mystical search for a 'new feminine language' that it has forgotten the ordinary, working-class French woman struggling to support a family or working in a mundane job.

She also makes it clear that few French feminists have taken on the issue of racism as their counterparts have here. French feminism appears to be a white, middle-class concern, hermetically sealed off from wider issues. The Irish feminist Ailbhe Smyth noted at a 1982 Women's Studies Conference in Toulouse that 'both class and race seem to have been evacuated'.

French women were not allowed to vote until 1944; the fact that the revolutionary events of May 68 excluded them from the struggle should not come as a surprise. As the Left poses the West's obsession with binary oppositions - Man/Woman, Culture/Nature, Good/Evil. Derrida is here deconstructing the whole of man-made Western culture.

For many this was the point of realization: the socialist freedom of Man meant

just that. One of Duchesne's most important achievements is her analysis of how feminism has been treated under Mitterrand's socialist government. Is it better to struggle for change from outside the system or to compromise once friends are in power? This is the central question for French feminists and Duchesne's evidence suggests that Mitterrand's rule disinfected feminism rather than allowing it to blossom.

Under Mitterrand Feminism is dead. Long live feminist studies! she asks, and shows how the struggle for both public and private equality has been lost in yet more philosophical abstractions; in university courses which give feminism intellectual respectability while making sure that the patriarchal status quo remains. Duchesne implies that feminism is a greater threat to the social order than socialism; that it upends the world as we know it without replacing it with any specific alternative. But I wish she had ventured on to the factory floor, asked questions of immigrant women, and explored the way Le Pen's movement uses symbols like St Joan to express the spirit of the New Right.

Julia Pascal

Resurrecting reality

The Idea of Woman in Renaissance Literature: The Feminine Reclaimed. By Stevie Davies. Harvester £28.50, 0 7108 0682 5.

Stevie Davies has written an excellent book on Spenser, Shakespeare and Milton, which falls disappointingly short in only one respect. Her basic contention is that the rediscovery of Hermetic, Orphic and Platonic theories by Renaissance scholars led to a revaluation of the feminine in literature. She is at pains to emphasize that the 'idea of woman' itself carries the Platonic overtones and bears no relation to 'the reality, who has been 350 years in her grave'. But surely the revival of interest in Isis and the classical Greek goddesses which she describes was motivated by more than the single determining factor of the humanist scholarship, or the longing of the collective male unconscious for

union with the female? Davies identifies Elizabeth I as the living link between woman in reality and representations of her in art, and glances in passing at the advantages for Spenser and Shakespeare in 'worshipping whatever moon-goddesses were considered politically desirable'. Quite so; Spenser's Gloriana is a very political animal. Given the current trend in literary criticism of this period towards exploring the ways in which art can be used to idealize and ratify authority, it's frustrating that Stevie Davies evades the political implications of the feminine.

She has already written illuminatingly on Milton in an earlier book; here she tries to counter Milton's explicit misogyny by suggesting that an involuntary sympathy for Eve is operating in *Paradise Lost* - a persuasive reading, if not finally convincing. Her section on Shakespeare's comedies is the least successful in the book, with

the exception of a welcome and valuable discussion of *Pericles*, which she relates to the Eleusinian mysteries and the rape of Proserpina; elsewhere she is seduced by the mysticism of her sources and the evocative elegance of her own prose. Her real affinity is with Spenser, and here her approach comes into its own. She identifies his sense of instability and restlessness with the search for emotional security in the like atmosphere of *The Faerie Queene*. She makes sense of Spenser's bewildering array of female characters, who find composite expression in the figure of Gloriana, and provides an analysis of Book III (the legend of Britomart, Spenser's female knight), which is nothing short of brilliant. *The Faerie Queene* will never seem quite such a labourious proposition again, and that in itself should be a sufficient recommendation for this book.

Kirsty Milne

BOOKS

CHILDREN'S LITERATURE

Amy's Eyes. By Richard Kennedy. Julia MacRae Books £9.95, 0 86203 223 7

Lyrical blurbs are aimed at book-buyers, but they put reviewers on their mettle. 'Defies categorisation', 'spellbinding epic', 'tour de force of breathtaking originality and scope' ring warning bells to a literary car because they can be interpreted just as cynically as estate agents' superlatives. In the case of *Amy's Eyes*, for instance, they mean might respectively, 'wildly inconsistent', 'long' and 'no-one else has published a book in which people turn into dolls and a naval mutiny is led by a rubber duck'.

The story opens when the infant Amy is left in an orphanage, along with her sea-captain doll by her father. After the death of his wife, this former tailor turns seaman, intending to return and reclaim his daughter when his fortune is made. But in his absence, after an accident with a mending needle, the sea-captain doll comes alive and grows into a full size man. When he in turn goes off to sea and fails to return, the roles are reversed and Amy turns into a doll.

The scene changes to piracy on the high seas, a search for unken gold and a crew of shipmates all incarnated from previous doll-existences. One major problem with this book is who the ideal reader would be. The early doll-business suggests a tolerant seven-year-old but the length (nearly 400 pages), portentousness and some very nasty battle descriptions at the end rule that out.

Perhaps that's the real meaning of 'defies categorisation' after all? 'Has no obvious readership?' Except, of course, writers of jacket-blurbs.

Mary Hoffmann

Short shrift

Opening the Children's Books of the Year Exhibition at the National Book League last month, Olenka Kinnock condemned the present education system as divisive: in affluent areas parents made up the financial shortfall, in poorer ones they could not. She quoted the Educational Publishers Council figure of £25 million as the sum found by parents for essentials such as books. She went on to denounce reading schemes, stating that no child spoke in the stilted and unnatural language that reading scheme children did, and recommended authors of 'real' books which were preferable to schemes. Mrs Kinnock (who teaches infants in North London), called on publishers to keep their nerve in difficult financial times and to produce more books suitable for the under-sevens. There were still, she said, too few books which gave girls a positive role. Children would not, she said, be equipped to deal with the technological age without a grounding in literacy.

Heather Neill

Quizzical

Female cryptophiles shouldn't ignore Gyles Brandreth's collection of *Everyman's Classic Puzzles* (Dent £2.95, 0 460 02466 3) if they're prepared to sift among a lot of old favourites for some rare and challenging enigmas. Verbal enthusiasts of all ages from about 12 upwards will get more lasting pleasure and fascination from Charles Earle Fawcett's *The Theory of Magic* (Tale & Row £5.50, 0 06 09126 1 X), a gathering of charming short essays on unusual word derivations. Its quiet scholarship is in some ways more appealing than the self-conscious devotion to style of Logan Pearsall Smith's *All Trivia* (Penguin £3.95, 0 14 007442 2). Smith's allegiance was to the tradition of the French creators of *pensées* and *maxims*. But his fastidious tone ('Aphorisms are salted and not sugar-sweetened at Reason's feast') frequently fades into a preciousness which even Gore Vidal's laudatory introduction doesn't convincingly explain away.

Tom Deveson

Somme song

The Old Century. By Siegfried Sassoon. Faber £4.95, 0 571 13960 4
The Weald of Youth. By Siegfried Sassoon. Faber £4.95, 0 571 13962 0
In the Cannon's Mouth. By P J Campbell. Hamish Hamilton £6.95, 0 241 11879 4

Siegfried Sassoon enjoyed an idyllic Kentish childhood and spent his youth between literary London and the hunting field. These two volumes of autobiography were published in 1938 and 1942, on the brink and in the middle of the Second World War. They end in 1914: 'the years of my youth were going down for ever in the weltering western gold...'. But this is a rare purple passage. In the main he describes simply the innocent world that his generation was to lose for ever on the Somme.

P J Campbell went to the Western Front as a subaltern after the Somme, in 1917, fought at Ypres and survived to become a schoolmaster until his retirement in 1962. Originally published in two volumes, in 1977 and 1979, his story is a valuable human and historical document, one of a number of primary sources which is now unlikely to increase.

Robin Buss

Literary Lives

Kingsley Amis Kipling

'A marvel of concision. Irresistibly witty, honest and authoritative... a real pleasure'. *Daily Telegraph* With 114 illustrations

Chester G. Anderson Joyce

'An indispensable book to the Joycean'. *The Spectator*
'Short but comprehensive... fully illustrated, pleasant to handle, easy to read'. *Irish Times* With 124 illustrations

Phyllis Bentley The Brontës

'Judicious, and at the same time, compendious and easy to follow... She knows her subject intimately, and she writes uncommonly well'. *Daily Telegraph* With 140 illustrations

Anthony Burgess Hemingway

'A superior contribution to a valuable series. Anthony Burgess brings empathy as well as knowledge to this well-illustrated short study'. *The London Standard* With 116 illustrations

F. E. Halliday Shakespeare

'Avoids conventional veneration and turns the mighty names and exclamation (subject) into the human being'. *The Observer* With 151 illustrations

Marghanita Laski Austen

'A scholarly and immensely readable account of Jane Austen's life... No short biography could be better done'. *The Times Literary Supplement* 'Simply magnificent'. *Daily Telegraph* With 137 illustrations

Micéal Mac Liammóir and Eavan Boland Yeats

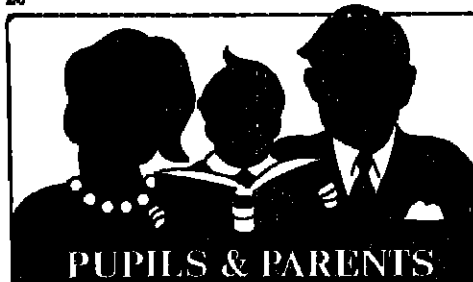
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William Sansom Proust

'A masterpiece in biographical essays'. *The Times*
'Sassoon writes energetically and vividly... altogether an interesting and rewarding book'. *The Observer* With 145 illustrations

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PUPILS & PARENTS

HISTORY

by Jessica Saraga

Foundation Skills: History. By Martin L. Parsons. Book 1: 0 85097 654 5; Book 2: 662 6; Book 3: 670 7. Letts Study Aids £3.50 each.

These three volumes have been lovingly put together and, except for a few poor photographic reproductions, beautifully produced. There's an immense amount of thought and work in them, and their illustrations make them a joy to browse in. So it seems churlish to feel left, after reading through them, with a predominant feeling of bewilderment. What are they for? Who is going to use them?

Clearly they are designed for self study, but since when have 11 to 14-year-olds been into self-study? Why should they need a complete programme of three years' work in a subject, in addition to what they get at school? Is the implication that the teaching they get at school needs supplementing? Should commercially produced books be able to make money out of doing teachers' jobs for them?

Perhaps parents too need reassuring that the majority of children in fact don't need these home study aids, but are learning the foundation skills of the book's title in the course of their school history without even noticing it. Even if they weren't learning them at school would they have the time, the application and the ability to cope with the sophisticated programme set out here? Where would the motivation come from to spend evenings, weekends and, as is suggested, school holidays all on one subject, unless it's a particular favourite? And if it's a particular favourite, wouldn't they be getting on fine with it at school anyway?

But you can argue yourself into a corner with all this and miss the merits of what's offered. The text looks and reads like an Open University distance learning unit, and has the same attention to detail, and the same attempts to balance imparting of information, developmental exercises and self-study with revision exercises. The first volume discusses the nature of history, and the variety of evidence historians use. This theme is developed in the second volume with a detailed discussion of photographs, accounts and personal documents as evidence, and the use in history of diagrams, graphs and maps. The third year study is devoted to two projects, on the family and on the history of a place. It could be argued that this is markedly easier than the second year work and should be exchanged for it.

It all adds up to a structured and interesting course in doing history, perfect for the adult who never did history like this before, and has time to pursue it now, perfect for home schooling, but not likely to fall apart from over use in the average household, where kids have homework to do in the evenings.

CHEMISTRY

by Lesley Bulman

Foundation Skills: Chemistry. By Bob McDuell. Book 1: 0 85097 650 2; Book 2: 658 8; Book 3: 666 9. Letts Study Aids £3.50 each.

With the move in schools towards more integrated science courses, especially in the lower school, it is surprising that Letts have produced a series of books on the separate sciences at this time. However, *Book 1* will complete most science courses as it covers fundamental concepts and is reasonably accessible. *Book 2* is very difficult and most 12-year-olds would find concepts such as oxidation and reduction and qualitative analysis far too complex. *Book 3* contains much inorganic chemistry that would usually be covered in the fourth year but has some useful and comprehensible units on water and related topics. Chemistry is a difficult subject and *Book 2* in particular would not help parent or child to develop their understanding easily.

Each book is divided into over 20 units each containing a page or two of text and pictures, an "activities" section and a brief summary. The activities include comprehensions, interpretation of data, questions on concepts and some practical activities to do at home. (These are asterisked to indicate the need for supervision but more emphatic safety warnings should be included for some activities). At the end there are answers, a glossary, and suggestions for further reading and places to go.

The foundation skills of the series title are laid out in an elaborate table, alongside the basic chemical concepts. It is always hard to predict how a pupil's understanding of a concept can be improved by books such as these but they do undoubtedly give valuable practice in reading information from texts, diagrams and tables and in interpreting observations and information. These skills are of considerable use in chemistry courses and in examinations. Sadly, the language reflects the traditional textbook style, and therefore makes the comprehension exercises less accessible than they could be.

Presentation is rather dull. The photographs are murky and the use of a second colour now looks old-fashioned. *Book 2* has many tables of data that require a high level of concentration. *Book 1* provides useful and stimulating work at home that would undoubtedly complement any lower school science course, and *Book 3* has some useful sections, but *Book 2* appears to be very abstract and complex. All three provide teachers with valuable ideas for homework and classwork. Although using these books will help improve some skills in children I doubt that their dull style will inspire enthusiasm - indeed it might dampen interest in chemistry, especially in girls, if parents used these books insensitively.

ENGLISH

by John Cuperon

Foundation Skills: English. By John Barber and Denis Thompson. Book 1: 0 85097 651 0; Book 2: 659 6; Book 3: 667 7. Letts Study Aids £3.50 each.

English 1, English 2, English 3. Now where have I heard that before? Of course! What Letts have done for the Foundations Skills series is to bring back Denis Thompson - backbone of the English attack of the Fifties and Sixties - and to let him revamp *English One* etc for the anxiety market of the Eighties. Parents in their thirties and forties will recognize what they did in English at school and feel reassured that standards haven't disappeared. Here is the way to help your child to examination success. Or is it?

Barber and Thompson admit in their Preface that the best thing parents can do is to talk with their children. They give brief advice in the direction of both *Bullock* and *English 5-16* (some neck-twisting involved here). But they then set off in the same old way, unravelling in the 50 units of each of these books what is unmistakably a traditional course-book. Here are the old ingredients: a thoughtfully-chosen extract from a well-written and, if possible, improving book; a brief comment - reflective, avuncular, sometimes jokey - from the compilers; a series of activities with some suggestions for further reading; and a section on grammar. All this, 150 times.

Decent. Fifteen values stare at the reader from every page. But who really is this imagined reader? The text conjures up a vision of the bespectacled and piggled youngsters of another age, eager, earnest and curious. These are children who may belong to the world of discs and *Top of the Pops* (an existence *Book 3* acknowledges); but they are probably more at home ferreting around in encyclopaedias or improving their reading aloud of "Snake", where, following instructions, they have enjoyed "the subtle rhythms and sounds". And who is their absent teacher? The imagination comes up with one strongly resembling Alastair Sim.

BOOKS

HOME HELPS

Study aids: a new series for 11 to 14-year-olds

The problem is that "English" cannot be learned like this. Not, at least, by a youngster who needs extra help and support in language. For a child already literate and intelligent, the series may provide harmless instruction and amusement. For those others, for whom parents are rightly concerned, it is probably indecipherable. The language level and register are all wrong, and despite gestures in the direction of talk, most of the suggested activities are written, and more important, solipsistic. These books borrow a format which originally assumed the presence of a teacher and a learning group, and provide the pupil with neither. Language - "English" - is an interactive enterprise, and it remains unclear, this series shows, how to provide effective materials for self-supported study in the subject.

FRENCH

by Eddie Ross

Foundation Skills: French. By Gloria Richards. Book 1: 0 85097 652 9; Book 2: 660 X; Book 3: 668 5. Letts Study Aids £3.50.

Each book in this series is divided into units - 26 in *Book 1*, 25 in *Book 2* and 16 in *Book 3*. Each unit is based on an aspect of French life or on a particular situation, covering a wide range. Most contain a reading passage and/or dialogues. These are followed by "activities", the answers to which are given at the end of each book.

These books have been carefully and thoughtfully prepared and contain a wealth of material. By far the most valuable parts are those dealing with life in France and how to cope with situations there. The illustrations are good, the authentic material is well chosen and just the right amount of information is given.

The grammar sections are clearly presented in a traditional manner. Although the author claims that grammar has been "reduced to a necessary minimum", a vast amount is covered. In the first year, for example, the Present Tense of regular ER, IR and RE verbs is covered. *Book 2* includes the agreement of past participles with preceding direct objects, direct object pronouns and indirect object pronouns. By the end of *Book 3* the Future, the Conditional, the Pluperfect, the Future Perfect and the Conditional Perfect have all been covered. It must be clear that only a very small percentage of 14-year-olds can cope with so much grammar.

The reading passages, while covering a wide range of topics, are not very exciting or inspiring. In unit 7 of *Book 1*, for example, we find: "Verveine est le chat de Céline. Sebastian est le chien de Marc. Marc a un hamster aussi. Les animaux sont dans la maison." This could almost come straight out of a textbook from the Fifties. In unit 19 mother and daughter go into town by bus, while father and son stay at home to watch football on the television. During the day in the country the boys go fishing but the girls prefer to look for eggs in the henhouse, unless they are playing hide and seek in the cowshed.

The "activities" at the end of each unit are a key feature of the books. They range from role-playing, comprehension, games, personal language, letter writing to grammar exercises. They provide thorough practice of the material presented in the units and have been conscientiously prepared. It is stressed in the preface that the emphasis is on "practical application of knowledge" and "communication". Many of the "activities" serve this purpose, but quite a few are old-fashioned grammar exercises, such as inserting the correct part of a verb in a particular tense, for many pupils this has an inhibiting influence on the communicative use of language. Some are simply translation exercises where English phrases have to be expressed in French.

In many ways these are excellent books. They are thorough and well structured. For motivated and gifted linguists they will be first class. I do feel, however, that they are too difficult for the average 11 to 14-year-old.

and I fear that many well intentioned parents will buy them for their children, only to find that they will be somewhat infrequently used.

BIOLOGY

by Jackie Hardie

Foundation Skills: Biology. By Andrew Cleave. Book 1: 0 85097 649 9; Book 2: 657 X; Book 3: 665 0. Letts Study Aids £3.50 each.

Book 1 in this series introduces the variety of living organisms and the life histories of some; *Book 2* considers life processes and the inter-relationships of organisms, and the third book looks at more processes and aspects of health and career education. In fact they cover much of the content of the approved GCSE syllabuses, all that is left for years four and five is "inheritance" and "evolution" and a repetition, in greater depth, of the work done in years one to three.

In almost all secondary schools the common pattern in the first two years is a course of combined science, so why these books have been issued is open to question. The author claims that although "some schools teach biology as a separate subject... others include it as part of a wider science course... in either case the contents of the course will be similar". Now you know.

Each book is divided into units such as "Blackbird", "The Blood System" and "Leaves the plants food factories", the answers to which are given at the end of each book. This section of this section will depend on how these skills and concepts, as required by GCSE, will be implemented in a practical assessment situation in class. I received these books with great enthusiasm, but closer inspection threw up a few misgivings. The author sets himself a large task to satisfy the vagaries of all teaching schemes in these first three years, and inevitably there are some minor omissions. I suspect too that my colleagues in chemistry will be unhappy about the introduction of molecules in *Book 1* and the use of the term particles in ions, atoms and molecules are sorted out at a later stage. Even so, many children will require all three books from the start to supplement the teaching scheme in their school, though the total cost of £10.50 might deter, especially if other subjects need help as well. Another danger for the worried parent and child who buy the set is that the amount of information, not all of which will be needed by any one teaching scheme, may well dwarf all but the most enthusiastic. The level of vocabulary and condensed nature of some of the material is such that it is surely best suited to more able and motivated children and parents who will appreciate this method of presentation.

Apart from these reservations, Barry Stone and Letts are to be commended for this attempt to make physics more enjoyable and accessible in the home. Other books are available in the series, but not in this type of format, and it should prove to be a most useful addition to the books available for this age range.

The black and white diagrams are good and clear but a deficiency evident in all three books is the absence of scale on nearly every illustration. This is a pity because an appreciation of size is a "concept" every pupil should gain in the early years of science education. Consider some of the illustrations in *Book 2*: the photo micrograph of *Spirogyra* (page 11) was not given any magnification, yet the stylized drawing (page 15) has. On page 52, a photograph of *Planaria* is linked to an explanation of the relationship between surface area:volume ratio and the efficiency of diffusion, yet the size of the specimen is not given. In *Book 3* an idealized nerve (page 67) merits a size, but the neuron on the opposite page does not. There are black and white photographs too but the poor contrast means that detail is frequently hard to discern: this is especially true of the annual rings on page 59 of *Book 3*.

PHYSICS

by Susan Ross

Foundation Skills: Physics. By Barry Stone. Book 1: 0 85097 656 1; Book 2: 664 2; Book 3: 672 3. Letts Study Aids £3.50 each.

The plight of physics teaching, or lack of it, in some schools is well known,

and the 11 to 14-year-old range are particularly vulnerable. These books should help parents to supplement the work done at school by enabling them to follow up topics at home. The books seem to have two main aims: to help home when the inevitable questions arise about work done in class and for homework, leaving parents scratching for half remembered facts from their school days; and to practice and develop skills that will restore confidence, understanding and enjoyment in this often feared and misrepresented subject. There is certainly a need for such books if these aims are even in a small measure fulfilled.

The presentation and layout is attractive and easy to follow with a helping hand from the cartoon Mumbles to emphasize points. There is a good variety of methods used in presenting the topics, including the use of home experiments, that could well reawaken parents' interest in physics homework. An interesting feature of *Books 1* and *2*, is the inclusion of listings of simple computer programs for either the BBC or Spectrum that show how a computer can be used for calculations, and give practice for some of the ideas in the text. The listings are easy to type in and contain remarkably few mistakes: a non-essential bracket in one place, and an "II-OR-GOTO" line in many of the programs that my BBC would not accept.

Although GCSE does not test in head in any overt way, the useful section at the front of each book showing what sort of skill each topic covers. However, the usefulness of this section will depend on how these skills and concepts, as required by GCSE, will be implemented in a practical assessment situation in class.

I received these books with great enthusiasm, but closer inspection threw up a few misgivings. The author sets himself a large task to satisfy the vagaries of all teaching schemes in these first three years, and inevitably there are some minor omissions. I suspect too that my colleagues in chemistry will be unhappy about the introduction of molecules in *Book 1* and the use of the term particles in ions, atoms and molecules are sorted out at a later stage. Even so, many children will require all three books from the start to supplement the teaching scheme in their school, though the total cost of £10.50 might deter, especially if other subjects need help as well. Another danger for the worried parent and child who buy the set is that the amount of information, not all of which will be needed by any one teaching scheme, may well dwarf all but the most enthusiastic. The level of vocabulary and condensed nature of some of the material is such that it is surely best suited to more able and motivated children and parents who will appreciate this method of presentation.

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MATHEMATICS

by Peter Connah

Foundation Skills: Mathematics. By Michael Ashcroft. Book 1: 0 85097 653 7; Book 2: 663 4; Book 3: 671 5. Letts Study Aids £3.50 each.

Each of these books shares a common preference in which Michael Ashcroft identifies the move from primary to secondary school, and also some of the problems faced by teachers in secondary schools attempting to teach mathematics to newly arrived pupils with widely varying experiences. It is a shame that "arithmetic work" is singled out for special mention and the author seems to suggest that competence with computational skills is the yardstick by which he measures what he calls the consistency level (undefined) of the

production and presentation of the usual high stan-

BOOKS

ON YOUR MARKS

GCSE: a new series of introductory guides

FRENCH & GERMAN

by Eddie Ross

Countdown to GCSE: French and German. By Gillian Taylor. Macmillan Education £1.95. 0 333 40850 7.

This book is for pupils and parents, many of whom, regrettably but understandably, know very little about the GCSE examination. The author is obviously enthusiastic about the new exam and offers much helpful advice.

The book is divided into three sections, dealing with the nature and content of the exam, how to prepare for it and, finally, how to practise for it. The general advice and explanations refer not only to French and German but also to Italian, Spanish and Russian.

The first section treats the aim of the exam, explains the thinking behind it, pointing out the weaknesses of the old GCE and CSE exams and emphasizing the advantages which should emerge from the new syllabuses in Modern Languages. The four skill areas, the levels of assessment, the practicalities of the exams, the syllabuses and the system of grades are all clearly explained.

The second section, dealing with preparation, is the largest in the book. It begins with some useful hints on how to learn, encouraging pupils to seek out material which is relevant to themselves. There are sections, for French and for German, on role-playing, conversation, grammar, listening and reading, and finally on writing. A lot of excellent material is provided, but the author does point out in her introduction that she does not include all the language facts needed. The grammar parts seem to me to be the least satisfactory, some of the explanations being so brief as to be almost meaningless, e.g. "Ich interessiere mich für Elektronik." This is explained by: "This sentence contains *nich* because the verb is reflexive."

The third section gives examples of GCSE-type questions as well as hints and tips on how to tackle them. The advice given is again clear, sound and sensible.

This book should help reassure pupils or parents who are concerned about the new exam and enable pupils to cope more easily with GCSE in Modern Languages.

MATHEMATICS

by Peter Hamshire

Countdown to GCSE: Mathematics. By Jack Forster and Michael Wordle. Macmillan Education £1.95. 0 333 4205 8.

This book is an introduction for candidates to the GCSE mathematics examination. It is in seven sections: why GCSE?; aims, objectives and assessment in mathematics; the core syllabus.

Each section in the text is subdivided into units of varying length which tend to follow the well tried "information - examples - activities" model. One could "nit pick" over the content on many occasions, but in texts designed to help parents help children understand mathematics it is puzzling that on page 11 of *Book 1* the instruction given is "Complete the mappings" when in fact there is no mention of mappings until page 70 of *Book 3*.

I cannot agree with the author's suggestion that *Book 1* is for the 11-year-old, *Book 2* for the 12-year-old and *Book 3* for the 13-year-old. The content covered in total would enable a 13-year-old to attempt the higher level proposed for the GCSE examinations. I would hate to be a teacher trying to explain that although Mr Ashcroft covers the topic in his book for 13-year-olds, we covered it much later, or not at all. Despite the author's suggestion that these texts

have been written for parents, I cannot see that they offer anything unique and suggest that interested parents may be better advised to work with the school using the texts issued to pupils.

bus; school-based assessment; specimen examination papers; the way in which traditional examination papers are marked; revision and preparation. The introduction explains the origins of the GCSE and the confusions of the system it is replacing. The table relating the grades for O level and CSE to those of the new examination will be useful to parents and employers until GCSE has established its own standards.

The National Criteria aims are made more easy to understand by the uninitiated by translating them into everyday situations. For example, "to read about mathematics, and write and talk about the subject in a variety of ways" becomes "you should be able to look at a graph of sales figures in an office, and obtain the correct information from it." (page 6)

The two assessment objectives which mark the greatest changes, oral responses to mathematics questions and mental calculations (3.16, practical and investigational work (3.17) are considered in Section 4 on school-based assessment. Understandably it is short in relation to its importance since no one knows how school-based assessment will work out in practice. The authors say their examples are the kind of tests "likely to be used, but it should be realized that the actual form of these... may differ quite widely between the various examination groups" (page 34). Conventional examination papers "method" and "accuracy" marks are explained. The penultimate section's "Some Dos and Don'ts in the Examination" could with profit be written large on classroom walls throughout the country.

The book is clearly written, easy to read and can be highly recommended as a succinct, general guide to the GCSE mathematics examination.

ENGLISH

by David Self

Countdown to GCSE: English. By Patrick Scott. Macmillan Education £1.95. 333 1345 8.

When you bear in mind that it was only around Easter that the GCSE English syllabuses became generally available, very few books so far published can actually have taken account of their specific requirements. *Countdown to GCSE... English* was apparently written once the National Criteria were published but has been heavily revised during the publication process in order to reflect what the syllabuses ended up by saying. Although it is being marketed through bookshops, it is not simply one of those revision aids which appear to be aimed at anxious parents of less than anxious candidates. It is far, far more useful than that - and could easily wreck the private tuition business.

Written by the "chair" of NATE, it is addressed to the candidate and is a conversational and lucid guide to what the new examination is about: its aims,

objectives and methods. Within four main sections on writing, reading, oral communication and literature, it outlines good working habits, illustrates the sorts of questions and activities likely to be encountered and provides successful in taking the reader into the examiner's mind and explaining (with-out jargon) the thinking behind, say, course work or open book examinations as opposed to traditional papers. As Mr Scott writes, "It's usually true that if you understand why you are doing something, you are likely to do it better."

With any book (certainly one produced so quickly) it is possible to quibble. For starters, can one actually prepare for the oral communication examination on your own? Furthermore, it is possible for schools to devise an oral communication syllabus that includes none of the activities outlined here. The section on literature is distinctly thin and, a tiny point, I wish the author did not write "try and..." when he means "try to..."

That apart, it will be of enormous help to any candidate who persists in reading it (and it is not a difficult read); it will inform and pacify any parent worried by the methods and style of the new examination and (once wrapped in a plain brown paper cover) will doubtless become the secret handbook of many an English teacher facing up to the myriad demands that GCSE will make within the crowded weeks that lie ahead.

PHYSICS

by Martin Hollins

Countdown to GCSE: Physics. By Derek Moulden. Macmillan Education £1.95. 0 333 41859 X.

The widely publicized controversy surrounding the late introduction of GCSE has centred on major issues such as resource availability, teacher-time for coursework assessment and the extent of the move towards criterion referenced assessment, and reduction of content. Teachers will only just have had the opportunity to study the details of content cover, and types of examination due to late arrival of information. Students and their parents, for whom these practical details are all important, will have had nothing to allay their anxieties.

This book is designed to do just this for physics candidates and their parents. It gives a brief guide to the new features of GCSE, starting with the aims and concluding with criterion referenced planning for 1990. This is clearly set out and should provide answers to many of the questions parents will ask. Much of the book is taken up by sample questions and specimen answers of the full range of types to be expected in GCSE. A feature which makes this book useful to teachers is the application of the four level grading system expected to be applied when criterion referencing

is used, to all of the specimen answers. It is a sensible attempt to give meaning to differentiation, though it is open to question whether examiners will use this method in current papers. Also of use to teachers is the very detailed comparison of syllabus content of the five groups. (Presumably this is syllabus A for those groups with alternative syllabuses.) For example, the subject of Forces and Motion is divided into 40 different topics for the comparison.

The third major feature of the book, of most direct use to students, is a study guide which includes how to organize your time, your notes and the topics in the physics syllabus; once again in sufficient detail to be of real use, especially perhaps to parents needing to motivate or assist the reluctant student.

Mention is made of features such as coursework assessment and practical work, but no examples are given, nor is their much evidence of the wider implications of physics. The book is a valuable practical aid to studying physics for GCSE. If the subject as presented seems little changed by the new examination system, this is probably an accurate reflection of the current state of affairs.

work skills are covered separately in the last nine pages. Arguably this is the area which should have received the greatest emphasis, not the least. Assessed extended coursework projects will be new to most 15-year-olds when they start the syllabus, and there must have been a case for devoting a significant proportion of the book to showing youngsters how they might respond to the unfamiliar challenge successfully. After all, one of the syllabuses assigns 30 per cent of the total available marks to teacher-assessed coursework.

The strength of the book lies in the way the author stresses the importance of forward planning, consistent work and thorough revision. Mr Leake gives his advice in a language appropriate to the average 15-year-old, using cartoons and flow diagrams. There is much down-to-earth common sense here. Used wisely, this would be a worthwhile purchase.

HISTORY

by Jessica Saraga

Countdown to GCSE: History. By Nicholas Tate. Macmillan Education £1.95. 0 333 42253 8.

Candidates need GCSE training as well as teachers, and perhaps it's a good thing to have it in book form, since teachers have been in no position until very recently to advise their charges about the new examination, and are as yet barely half a step ahead. Produced especially for candidates, it may well be their parents who prove to be the more avid readers.

The book gives a brief run-down of the National History Criteria, and the aims and assessment objectives, common to all the boards' history syllabuses. It has extensive examples of the type of questions which will be used to assess different skills whatever the board involved. The new assessment element involves empathy and the valuation of sources. Candidates are led through these and other requirements, and the implications of structured questions, stimulus questions, short questions, multiple choice, in fact every hazard they might encounter. The examples given of successful and unsuccessful answers, and the explanations of what marks might be awarded, could be a tremendous help.

You can't help feeling, though, that any candidate who can read, understand and apply all this is likely to be able to cope with GCSEs without too much trouble anyway. Candidates who really need this guide to supplement their classroom learning are also going to need help in using it.

The language is simple and straightforward, but nothing like simple and straightforward enough for a large proportion of 15 to 16-year-olds, about whose capacities syllabus designers' paper-setters - and perhaps education lecturers like Nicholas Tate - tend to be over-optimistic. But it could be a welcome and useful tool for teachers.

enunciated and, indeed, the valuable tabulation found in other books is also included.

Each book represents one year's work and can be used either in class or privately, with copious activities and answers provided. The authors believe, with good cause, that the books will "form a foundation for examination work in a few years' time. In this way you will be sowing the seeds for success in future examinations." There is no doubt that the content, concepts and skills demonstrated in the new GCSE syllabuses and would give a sound foundation.

The arrangement throughout is under six major headings: Mapwork and Physical Geography; Climate, weather and soils; Agriculture; Population and Settlement; Transport; Industry. *Book 1* has an emphasis on the British Isles; *Book 2* on Western Europe and *Book 3* on the Developing World, with examples taken from China, the Seychelles, Nigeria, Chile, East Africa, Malaysia, Amazonia, India and many other places. Each section is subdivided into eight units, frequently on well-illustrated two-page spreads. The vocabulary is correctly geared to the age range and the content is also well-developed, with such items as ranking, networks and games technique being cleverly introduced at the right level. Activities, answers, glossary and further reading add to the self-contained structure of the series.

The reproduction of some of the photographs is poor which could be a drawback as detailed questions are based on photographs which do not show features clearly enough to give a sound answer. The unit arrangement also has limitations since occasionally too brief explanations have to be given in order to fit the space available. Regarding the content, despite the variety of examples chosen, there is little attempt to be imaginative or unorthodox. This is a pity since the years 11 to 14 are just the ages free from examination constraints where a few more exciting things might happen.

Overall, however, this is an excellent series which can be of great value, both in school and at home.

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ARTS

Edinburgh Pioneer spirit

The National Gallery of Scotland has assembled an attractive and admirably informative exhibition in *Lighting Up the Landscape - French Impressionism and Its Origins* (until October 19). While an Impressionist exhibition can hardly fail to score a popular success, it is more difficult to achieve one which allows us to see these familiar works in a slightly different context: for many visitors, the National Gallery will have succeeded in doing just that.

The exhibition reveals a lineage running from the artificial, codified proportions of the 18th-century academic school, through the freer brushwork and wilder vistas of Romanticism and the Dutch-influenced Barbizon group in the 1840s, to the first wave of Impressionist works shown in Paris in 1874 (ending tantalisingly at that point, just as the movement gets exciting). In the process, it illustrates the growing importance of landscape as a genre, concomitant with a breaking of the rigidly defined subject classifications of the old academy.

The diverse affinities deriving from such pre-Impressionist figures as Corot, Daubigny, and Courbet become clear; whatever the lines of connection, however, the sudden eruption of canvases like Monet's beautifully restored *Napoleon* or his *On the Seine at Bougival* provides a vivid reminder of what a genuine departure these paintings actually were - and how much more so they must have seemed to (often outraged) contemporary opinion.

Scandal never lies far from art: it seems Scottish painter John Bellamy caused a minor *frisson* in the tabloids with his *Botham* portrait earlier this year. The Gallery of Modern Art, well used to such things, have chosen a retrospective of his work as their festival exhibition (until September 21). The figure has been central to Bellamy's work since he began to exhibit outside the RSA during festivals in the early Sixties, and this exhibition provides a chance to trace the shifts in his approach.

His early preoccupation with Christian iconography transferred to the working lives of the fishing people he grew up with, as in the triptych *"Allegory"* (both the form and the use of gutted fish and meat recall Bacon) or *"Kinlochbervie"*, give way to the haunting spectres of concentration camp victims, most strikingly in the 1968 *"Obsession"* and *"Conjugal"*. John Knox's *"Tethered"*, Bellamy's work becomes increasingly abstract and expressionist, many recalling another Northern painter who specialized in despair, Edward Munch. If Bellamy's work looks unflinchingly at human suffering, it is redeemed by a



Shipbuilder on display at Royal Scottish Academy

caustic sense of humour and an invigorating use of colour and form.

His figures increasingly metamorphose into mythological and fantastic creatures in the later paintings, and a new range of characterful iconic images emerge to augment the fish of his earlier work, with seagull, dog, cat, monkey and skeleton prominent. Portraiture is also well-represented, including a series of self-portraits which themselves mirror many of the larger changes in his work. A fine exhibition, this, showcasing the substantial body of work of a still comparatively young (at 44) painter; it is supported by Celtic Reflections on an Adult Alliance, a selection of his watercolours and drawings at the Assembly Rooms (until August 29), and a show of prints at the Printmakers Workshop (until September 6).

The celebration of the Scottish Enlightenment which provides the central theme of the festival has nurtured four very different exhibitions, although the two principal ones, *A Hotbed of Genius - The Scottish Enlightenment 1730-1790* (Royal Museum of Scotland, Queen Street, until September 20) and *The Enterprising Scot* (Royal Scottish Academy, until October 5) share a common ingenuity of design and presentation. The period registered major advances in science, medicine and philosophy which actually outstripped (with honourable exception) the arts: the problem of presenting all this in exhibition form has been tackled with imagination and flair at both venues.

The Museum's two-tier installation features reconstructions of various aspects of Edinburgh life in the period, accompanied by Alastair Moffat's specially commissioned commentary (on

cordless headphones); upstairs, a more conventional spread of paintings, manuscripts and books complements the entertainments below. The Academy cast a wider net over Scottish achievements, drawing on the combined holdings of the new National Museums of Scotland; it also employs working models and audio-visual aids to inject life into their subjects.

Both clearly declare their intention to present serious (and potentially rather solemn) material in as bright a way as possible. If they occasionally trivialize in the attempt, they have largely created tributes in the spirit of the innovation and enterprise they celebrate, and will surely provide ideal introductions for school parties as well as summer visitors. More conventional exhibitions on the theme are *Painting in Scotland - The Golden Age* (Talbot-Rice Gallery, until August 31) and *Portrait of James Tassie at the Portrait Gallery* (until September 30).

The Portrait Gallery's principal exhibition features pioneering work in an art-form which had to await the Victorians. Printed Light (until October 26) brings together a beautifully mounted selection from the gallery's photographs by Hill and Adamson, and those of Fox-Talbot from the Science Museum in London (where it will subsequently be mounted). If the sheer clarity of many of their prints is remarkable, and the documentary value beyond question, their best work transcends any simple technical or curiosity value. Their experiments with light and shade, composition and pictorial effect, visibly lay the foundations of the photographic art they helped invent.

Kenny Mathieson

Opera

QEH twosome

by Patrick Carnegy

Pioneers as ever, the inauguration of London's Queen Elizabeth Hall as an opera venue has been entrusted to David Freeman's Opera Factory company working with the London Sinfonietta. While there have been several attempts at "semi-staging" works at the QEH - including a singularly unhappy presentation of *Elgya* for Young Lovers in honour of Hans Werner Henze's sixtieth birthday earlier this year - this seems to be the first determined attempt to use the hall for opera, and it is very much the intention of the new South Bank artistic direction that it should succeed as such.

The two works chosen for the first ever "opera season" are Mozart's *Così fan tutte* and Harrison Birtwistle's *Yan, Tan, Tethera*, here receiving its world première. For *Così*, David Freeman turns the raised stage into a Mediterranean strand. Granted that a beach is as apt a setting as any for the lovers' games, it takes more than bikinis and Ambre Solaire to get this work actually into the water. When it eventually does take the plunge, the cast convey a deeply affecting sense of fun and games that have gone most irrevocably wrong. But the athletic performances, with the exception of Christine Botes's Donabella, would have gained - and may yet deserve - from a more modest commitment to the Mozart's music. The orchestra, under Paul Daniel, play in full view alongside the action, but they sounded under-rehearsed, and the problems of coordinating voices and instruments have yet to be solved.

The layout adopted for *Yan, Tan, Tethera* the next night - with the band now behind a gauze at stage rear - was more satisfactory. This was the second Birtwistle opera premiere this year. *The Black of Thymus* at the London Coliseum used dance, mime, music, conventional and electronic sounds to stretch the possibilities of music theatre into exciting new regions. The multi-layered complexity of the whole and its great length will, alas, limit the occasions when it will be heard (though there will be a broadcast fairly soon). Not so, one hopes, with *Yan, Tan, Tethera*, which lasts a gripping 90 minutes and is much more concentrated in its aim and dramatic means.

Its title refers to a magical number system, still surviving in children's counting games. Superficially, the new opera is about counting sheep, though it doesn't allow one to doze off for a minute. Tony Harrison's libretto about a Porcine shepherd who comes south with his flock and wins over a native Wiltshire shepherd, brings out the best in a composer whose work is inextricably linked with the strong patterns of folk tale and legend. Both Alan, the northerner - finely sung by Omar Ebrahim - and Caleb, the southerner (Richard Suart), are baritones, with Alan's wife Hannah (Helen Charnock making light of a

difficult high-soprano line), caught between them. There is also Nick Shudlow figure, known as the Bad 'Un (Philip Dugham), who tempts Caleb towards forbidden gold and self-destruction.

But in a ritualistic piece like this, the story is less important than its enactment. The setting is a stone circle like at Avebury. Two lines of sheep masks are laid out on the ground at either side, black faces on the left for Caleb's flock, white faces on the right for Alan's. The chorus of twelve females and one solitary male (the hard-pressed ram, needless to say) wear either the black or the white mask depending on which flock they are impersonating. The masks themselves are engagingly characterful, the sheep all sporting distinctive personalities as they rub their flanks against the stones or gyrate wildly around their shepherd at counting time. Only Birtwistle, perhaps, could get away with writing for a chorus of singing sheep.

One of the most magnetic qualities of the opera is its integration of a ritual drama with a story immediately engaging in human terms. The composer himself has described its music as like "a big clock mechanism". Beneath its orderly marking of time and season in this "mechanical pastoral", cunningly springing devices strike and chime to mark each major episode. To the "primitive" exuberance of Birtwistle's writing for woodwinds is now added an oriental sensuality in his use of harp, string septet, flute and pipe.

The incantatory counting songs and patterns which structure the score are spliced inseparably into it. The vocal lines are always genuinely expressive and not, as in too many modernist scores, merely aesthetic window-dressing. There is an internal and external strength about *Yan, Tan, Tethera* which mark it out as something very special in the composer's impressive theatre oeuvre. Like Maxwell Davies' *The Lighthouse*, it is a notable addition to the small repertoire of new operas which are reaching new audiences and communicating directly with them.

David Freeman's theatrical flair is ideally matched to *Yan, Tan, Tethera* and *Elgar Howarth* conducted a confident performance by the Sinfonietta. There are performances of it and *Così* at the South Bank until August 28. Anyone unable to be there will be very glad to hear that Channel 4 is to film the opera for future transmission.

This month sees an important educational collaboration between two leading international opera companies. Some 20 primary school teachers in London (from August 18 to 23) are joining the Royal Opera House Education Unit and the Metropolitan Opera Guild, New York. They will learn how to help children invent and perform operas of their own using no more than normal classroom resources.

ports, Channel 4, August 6), you wanted to promote a new (if illegal) drug: what kind of campaign would you run? The answer, they agreed, was something very similar to the press coverage, supposedly warning against a variant of cocaine which, even before it appeared in this country, had enjoyed extensive free "the champagne" version of "the champagne" drug, with heavy emphasis on its "organic" effects. This was no conspiracy theory: just a salutary reminder that the wrong kind of "don't" can often mean "do".

Robin Bush

ENDPAGE

Dave Gelly on jazz books; Hugh David on proto-feminist theatre; Ray Rushton on Victorian photography; Brigitte Ciria lakeside theatre; workshops, page 26

RESOURCES

Camera angles

Adrian Joice on photography in the primary school

concepts such as "horizontal" and "vertical".

With a flash fitted to the camera it is easy to take photographs indoors. During class assemblies a child was allowed to sit near the front of the hall and take the official photographs. Flash freezes movement, so sets of excellent action photographs increased the children's enjoyment and feeling of success.

Mathematical concepts of time, temperature, capacity and length are used when developing a film. The chemicals have to be at a temperature of 20°C, the processing time varies according to the film and developer combination. For older children, working out the developer chemical dilutions can be fun as well as challenging - some mixtures are a 1:10 ratio while the others can be 1:30 or even 1:75. Most film tanks need 300 ml of diluted chemicals per film. This practical capacity work provides meaningful experiences of fractions and accurate measuring of the liquids.

For most developing work the chemicals are poured into the tank and shaken (or agitated) for the first 15 seconds and then agitated twice every 30 seconds until that chemical process is complete. Children derive great enjoyment from watching and waiting for the sweep hand on the clock to reach the appointed place. More than once I have been told off for not agitating the tank at the exact 30

second intervals!

After a rinse in plain water to stop the film developing, fixer is poured into the tank to fix the film so that it will last for generations to come. When this is done and the processing is complete the film is washed with plenty of fresh water while the film is still inside the tank. With frequent water changes and continual agitation for about 30 minutes this proves to be a very popular (and safer) part of the film developing process! All liquids should be at 20°C, which is usually the temperature of cold water.

Apart from the great sense of excitement when the finished film is unwound from the spiral in the tank the children are often amazed to see that the length of the 36 exposure film is about 1½ metres.

Our school darkroom is a long, narrow, shelved cupboard with a light and a power point. For the red safelight a red light bulb is used. Children's safety is very important in a darkroom and it has been rewarding to note how sensible young children were when handling prints in chemical trays in the dingy darkroom environment. The darkroom has a ventilation system but I prefer to limit each working session to a maximum of 15 minutes before emerging into the light and fresher air. This means that only a limited number of children, working in groups of four, can use the darkroom during the period of a lunchtime activities club.



This project has been greatly helped by involving outside photographers. One mum came and spent a morning each week taking out groups of children to print and develop films.

The chemicals used for printing are developer, stop and fix - the same system as for processing a film. But, as one child said, "Stop isn't a chemical really, it's only plain water". However, great care must be taken and a ready supply of aprons, paper towels and fresh water must be on hand in case of spillages.

Again the concepts of time and temperature are important for, as the children soon discover, if the photographic paper spends too much time under the enlarger lamp or in the developer a very black print can be the result. Conversely, too little time under the enlarger results in a grey, washed out print. Using a little luminous stop clock the children were able to time the exposures - this gave them a lot of practice at the five times table as they counted out the seconds in groups of five! It didn't take long before they realised that there were 60 seconds in a minute and 60 minutes in an hour.

Print developing is magic for children. The photographic paper is put under the enlarger and exposed to the negative image, then this plain piece of paper is put into the developing tray where within seconds a positive image appears. It is then put into a tray of plain water to retard developing before being fixed.

After five minutes washing under running water the prints can be left to dry. I had a group of less confident children in the darkroom and we were on our second print when one of them asked as the print began to develop "Hey, where did that picture come from?" After being told to think he came up with the answer, "The chemical made it". The immediate retort from his friend was, "Don't be silly, the chemical wouldn't know what picture to make would it?"

As a purely darkroom process of creating images the discovery of photography caused a lot of excitement. Photographs are simply the result of placing objects on a piece of enlarging paper, exposing the paper to white light and then developing it. Previously the children had become aware that the sun's light isn't simply on or off. Photographs taught them the concepts that objects can be transparent, opaque or translucent. Opaque objects produced white silhouettes while the translucent ones showed a range of tones from white through to grey. An interesting discovery was that some plastic play coins were translucent!

Photographic work in our school has been very successful both educationally and socially. Because of my interest in the subject the evolution of this project has been fairly swift. If the idea of such a project appeals to you, go along to your local photographic club. There are many people there who would give advice and help you to set up your own unit with good second-hand kit.

We have been fortunate in having parents who are willing to help with their time and to donate chemicals and film. Perhaps your local photographic dealer would be able to help - after all, you would probably be supplying him with his future customers!

Adrian Joice, is head of infants, Gellenskirch Primary School, RAF Denham, BFPO 42.

notes

CHILD ABUSE



Child Abuse - Are you safe? Is a new booklet written by a team of health visitors as a practical guide for health visitors, school nurses, schoolteachers and others who have contact with children. Its aim is to give practical guidance on detecting and preventing child abuse and the identification of families at risk, and to act as a companion to the official Child Abuse procedures.

Copies are available from, Postroom, Rochdale Health Authority, Telegraph House, Bailie Street, Rochdale OL16 1L with prices quoted on application.

HEALTH AND SAFETY IN SCHOOLS

With the introduction of new technology into schools comes a guide on visual display units in schools issued by the NUT to look at the environmental, ergonomic and health factors connected with the use of computer technology.

The union's guidelines are mainly connected with the health and safety aspects of VDU's and are based on accepted good practice in other workplaces. Available from Health & Safety Department, National Union of Teachers, Hamilton House, Mableton Place, London WC1H 9BD.

SOFTWARE DICTIONARY

A Dictionary of Library and Information Retrieval Software for Microcomputers has been compiled by Hilary Dyer and Alison Brookes to provide a single source for details of microcomputer software for library and information work. Entries are in alphabetical order which have been drawn from journals, exhibitions and suppliers and aim to provide complete coverage of packages available in the UK and to include known software from around the world.

Available from Gower Publishing Company Ltd, Gower House, Croft Road, Aldershot, Hants GU11 3HR, price £12.50.

Television

The human condition

Jonathan Dimbleby exclaimed, tossing some loose chippings into the space between the two films. The series is not designed primarily to inform, simply to contemplate the varieties of human behaviour and experience, and the presenter, in the absence of any overt message, has to supply his own. These were films, he told us, "about two extraordinary individuals... Both of them are women". If that was worthy of note, so were the credits: producers, directors, camera operators, film editors, studio director, deputy editor, series editor: all of them are men.

Dr Miriam Stoppard (Where There's Life... ITV, August 6) has a more obvious role than Dimbleby's, but an articulate principal guest and audience made her seem redundant. David Sinclair, entering his third marriage, argued that divorce can be good for you. "Have you been divorced?" Miriam Stoppard asked each participant in turn, apparently unaware of her producer's criterion for choosing the studio audience. On the basis of personal experience, some found it

preferable to a bad marriage, others not; but the unanimous verdict was the one that greeted the couple who, having explained precisely what had driven them to divorce each other, announced that they were getting remarried. Everyone clapped. Fear of loneliness? Sentimentality? Love, as Ingmar Bergman insisted (The Blessed Ones, Channel 4, August 7), is a madness that can be both painful and destructive. The warning to viewers was right: it was the "psychological tensions" of the film that were distressing, not one or two unpleasant scenes. Viveka's obsession with the cast in her eye gave you fair warning of what those might involve.

"Divorce me before it's too late," she tells Sune, with the perception that made the real-life Dorotea not even pause to consider her sister's invitation to join the family in Scunthorpe. Sune's determination to stay by her only intensifies Viveka's refusal to compromise with reality and, consequently, her delusions of betrayal: "Divorce is always a grave act," was

the best Miriam Stoppard could do, by way of summing up.

What hope is there, on the other hand, for those whose vision is adjusted to a mad world? George Reevley (Colin Blakely), in Douglas Livingstone's *Drums Along Balmoral Dr* (BBC2, August 6), learning to live in Zimbabwe was sadder but less honest than his wife (Rowena Cooper), who realized the full extent of the compromise which this implied. Some of the attitudes may have been caricatured, but the actors and the script convinced you that these characters might hold the values that they proclaimed, unlike anyone in *The Thorn Birds* which started a re-run on BBC1 (August 6). The thesis that there is dramatic tension to be had from the conflict between the imperatives of love and those of the Church only works if, like *David*, you believe in marriage. Otherwise, you have a good east and 20 million dollars fluttering aimlessly across the desert.

Just suppose, Roger Edwards asked an advertising agency (Diverse Re-

ports, Channel 4, August 6), you wanted to promote a new (if illegal) drug: what kind of campaign would you run? The answer, they agreed, was something very similar to the press coverage, supposedly warning against a variant of cocaine which, even before it appeared in this country, had enjoyed extensive free "the champagne" version of "the champagne" drug, with heavy emphasis on its "organic" effects. This was no conspiracy theory: just a salutary reminder that the wrong kind of "don't" can often mean "do".

Robin Bush

Ancient constructs

James Bromwich visits an Iron Age farmstead with an experimental approach

isolated buildings. At one level it simply represents a recreation of a "typical" Iron Age settlement of Celtic pre-Roman Britain.

At Butzer, they are carrying out deliberate experiments. The buildings are the most obvious expression of this experimental approach. Excavation results, such as the discovery of post holes, have been turned into full scale reconstructions, to see if ideas that appear reasonable on paper are feasible in practice, using, as far as possible, valid construction techniques given our current knowledge of the Iron Age. There are no hidden nails, no super glue, no quick-dry cement or corrugated iron filling an unexpectedly collapsed section.

The buildings are being used to extend our understanding of the past, by helping archaeologists interpret the material remains through testing concepts to see if they work: the crucial element is that this is part of a dynamic process, not a static waxwork replica of the past.

Pimperne house, the enormous round building, based on a Dorset Downs excavation, is the prime example of how exciting such an approach can be. The building initially demonstrates that a 12 m diameter can be spanned successfully and still stay up. However the act of reconstruction led to further knowledge by showing that a vast amount of timber was necessary (over 200 trees) and strongly suggested that Celtic farmers carried out deliberate woodland management. Most pre-

vious reconstructions have provided a hole for the escape of smoke but this risks creating a furnace effect inside the house. By not having a hole they discovered that the smoke gently percolated to the roof and out, incidentally keeping rodents down and removing insects! Full scale reconstruction also showed that a second floor was possible and cars could even be driven inside.

Pimperne is the most impressive structure, but others suggest how barns might have appeared and functioned, the role of pits for storage and the enigmatic grain "driers". Celtic fields (copying those still visible on the hill above) are laid out and farmed using both ancient tool types and seeds of known ancient plants (cereals,

pulses and herbs). Their growth is then checked and productivity and food value assessed. The weather stations on site help indicate controlled experiments are taking place.

It is difficult not to be charmed by the ancient breeds of strange looking sheep and the small hairy cattle. Other experiments have ranged over the preparation of dyes, such as woad, the manufacture of pottery and even basic metallurgy.

The Centre could be used with benefit by all ages from juniors upwards. It produces a series of 25 topic sheets (A4) describing various aspects of the work of the Farm; some suggest educational follow up (how to make your own woad for example). They are interesting but should be used with care as the language is generally suited to upper secondary pupils. There are also good and very cheap summary pamphlets on the main aspects of the site. Peter P Reynolds' own book, *Iron Age Farm*, is a stimulating introduction for school teachers.

EA CONCERT TOURS

3 or 6 days in Vienna, Amsterdam, Munich, London or Paris. Orchestras, Bands, Choirs or Jazz Groups including concerts or public rehearsals. Young Musicians' tickets at 50% discount.

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Euro-Adams, Outbound, (TES)
77a George Street, London W1P 6LD
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MEDIA

Titles Available For Recording From Sunday 17 August 1986

Approximate Transmission Times.

Sunday 17 August 1.30 Ever Thought of Sport? - Repeat <i>Fee Code A</i> 2.00 Everybody Here - Repeat <i>Fee Code C</i> Monday 18 August 6.00 Pocket Money Programme - Repeat <i>Fee Code B</i> 10.00 Commodities <i>Fee Code D</i> Wednesday 20 August 6.30 Flashback: Images of the Family - Repeat <i>Fee Code C</i> 8.00 Changing Times <i>Fee Code C</i> 8.30 Opinions <i>Fee Code D</i> Thursday 21 August 8.00 Equinox <i>Fee Code D</i>	Friday 22 August 8.15 Banding File <i>Fee Code G</i> 9.30 What Do These Old Films Mean? <i>Fee Code E</i> Saturday 23 August 6.00 Right To Reply <i>Fee Code A</i> 6.30 Stamp of Greatness <i>Fee Code C</i> 7.30 A Fearful Silence <i>Fee Code A</i> For details of the scheme, and any other information, contact Judith Russell at: GUILD LICENSING 8 Boyce Road, Peterborough PE1 5YB (0733) 310315 Late Changes (0733) 312182
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Craft, Design & Technology

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF
BARKING AND DAGENHAM
PARSONS MANOR
COMPREHENSIVE SCHOOL
Parsons Avenue, Dagenham,
Essex
(R01 0391)
Required for September 1986
or as soon as possible thereafter.
The person appointed will be expected to teach throughout the department. It will be particularly desirable if the candidate has an interest in technology plus £1,110 per annum inner London Allowance. Allowance payable. Reimbursement of removal expenses in approved cases. Apply in writing immediately to the Headteacher at the school. While CDT Design and Technology will be taught by whom should be your first or immediate post employer. An equal opportunity employer. (15791) 15212

EALING
LONDON BOROUGH OF
EALING
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
NORTHOLT, MIDDLESEX
(0181 600 0000 ext. 200)
Required for September 1986
Scale 1 Design Post. This is a post of developing practical links between the CDT and Arts Department in graphical and product design throughout the school. While CDT Design and Technology will be taught by whom should be your first or immediate post employer. An equal opportunity employer. (15791) 15212

OXFORDSHIRE
COUNTY COUNCIL
BANBURY SCHOOL
Banbury Road, Banbury OX16
0H
Mixed 11-19 Comp. 320 bsh
Form
Required for September 1986
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Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

The following are required for the dates stated, and the closing date is 28th August, 1986.

Primary School

For application form and addressee to whom completed form should be sent, send SAE (foolscap) to Chief Education Officer, P.O. Box 81, County Hall, Preston PR1 8PL.

LIVESLEY FENISCOWLES COUNTRY
Blackburn. (331 on Roll; mixed 5-11)
1st September 1986, or as soon as possible thereafter.
SCALE 1 - INFANT

Secondary Schools
Forms/further details from/to the Headteacher at the school. SAE please.

SKELMERDALE GLENBURN HIGH SCHOOL
Yewdale, Southway, Skelmerdale. (950 on Roll)
1st January 1987.

SENIOR TEACHER - TO JOIN MANAGEMENT TEAM
Forms/further details for this post only from/to District Education Officer, Greetley Buildings, Derby Street, Ormskirk (SAE please).

Re-advertisement
BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley. (911 on Roll; Girls 11-18)
As soon as possible.

TWO POSTS:
1. SCALE 1 - MATHEMATICS 2. SCALE 2 - MUSIC

Re-advertisement
BURNLEY HABERGHAM HIGH (CONTROLLED)
Byron Street, Burnley. (Co-ed: 750, 11-18; 175, 16-18)
As soon as possible
SCALE 1 - CRAFT, DESIGN AND TECHNOLOGY

Economics & Business Studies

Scale 2 Posts and above

CALDERDALE
METROPOLITAN BOROUGH OF
THE WOODBANK SCHOOL
Victoria Road, Elland, West
Yorkshire WF8 0QE
Tel: 01924 600000
Required for September 1986
or as soon as possible thereafter.
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EALING
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NORTHOLT, MIDDLESEX
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LEICESTERSHIRE
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HOLLY SMITH HUPPERS
Burton Road, Market
Harborough, Leics. LE16
7JU
(14-18 Upper)
Roll: 1198

BUSINESS STUDIES
SCALE 1
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or as soon as possible thereafter.
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SKELMERDALE GLENBURN HIGH SCHOOL
Yewdale, Southway, Skelmerdale. (950 on Roll)
1st January 1987.

SENIOR TEACHER - TO JOIN MANAGEMENT TEAM
Forms/further details for this post only from/to District Education Officer, Greetley Buildings, Derby Street, Ormskirk (SAE please).

Re-advertisement
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As soon as possible.

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BURNLEY HABERGHAM HIGH (CONTROLLED)
Byron Street, Burnley. (Co-ed: 750, 11-18; 175, 16-18)
As soon as possible
SCALE 1 - CRAFT, DESIGN AND TECHNOLOGY

English

Scale 1 Posts

KNOWSLEY
KNOWSLEY RUDDFORD
COMPREHENSIVE SCHOOL
Roughwood Drive,
Northwood, Kirkby,
Merseyside L35 8EP
(051 525 0000)
Required for September 1986
or as soon as possible thereafter.
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NORFOLK
COUNTY COUNCIL
DOWNHAM MARKET
Downham Road, Downham
Market, Norfolk
(01493 500000)
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EALING
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NORTHOLT, MIDDLESEX
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BURNLEY HABERGHAM HIGH (CONTROLLED)
Byron Street, Burnley. (Co-ed: 750, 11-18; 175, 16-18)
As soon as possible
SCALE 1 - CRAFT, DESIGN AND TECHNOLOGY

Mathematics

Scale 1 Posts

BERKSHIRE
ROYAL COUNTY OF
BERKSHIRE
BEECHWOOD
SECONDARY SCHOOL
Long Reading Lane,
Slough SL2 1QE
N.O.R.: 502
Required for September 1986
or as soon as possible thereafter.
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1st January 1987.

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Byron Street, Burnley. (Co-ed: 750, 11-18; 175, 16-18)
As soon as possible
SCALE 1 - CRAFT, DESIGN AND TECHNOLOGY

Mathematics

Scale 1 Posts

Mathematics

BEXLEY
LONDON BOROUGH OF
BEXLEY HEATH SCHOOL
Grain Road, Bexleyheath
DA6 7DA
Tel: 01-303 5696
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HERTFORDSHIRE
HITCHIN SCHOOL
Hitchin Way, Hitchin, Herts.
SG4 6AA
(0462 500000)
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OXFORDSHIRE
COUNTY COUNCIL
THE KINGSLEY SCHOOL &
COMMUNITY CENTRE
Love Lane, Watlington,
Oxford
(01865 200000)
Required for September 1986
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EALING
LONDON BOROUGH OF
EALING
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
NORTHOLT, MIDDLESEX
(0181 600 0000 ext. 200)
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Mathematics

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SPECIAL EDUCATION
continued

OXFORDSHIRE
COUNTY COUNCIL
SPRINGFIELD SCHOOL
9 Moorland Close, Witney OX8
8LW
(01235 200000)
Required for September 1986
or as soon as possible thereafter.
The person appointed will be expected to teach throughout the department. It will be particularly desirable if the candidate has an interest in technology plus £1,110 per annum inner London Allowance. Allowance payable. Reimbursement of removal expenses in approved cases. Apply in writing immediately to the Headteacher at the school. While CDT Design and Technology will be taught by whom should be your first or immediate post employer. An equal opportunity employer. (15791) 15212

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Mathematics

Figure 6. The effect of the number of iterations on the accuracy of the proposed algorithm. The figure shows two plots side-by-side. The left plot shows the accuracy of the proposed algorithm (in %) versus the number of iterations (from 0 to 100). The right plot shows the accuracy of the proposed algorithm (in %) versus the number of iterations (from 0 to 100).

MOD